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# THE LIBRARY JOURNAL

VOL. 59

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No. 3

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The Librarian As Bibliographer

*Donald Coney*

Economy Or Efficiency?  
Let The Taxpayer Decide

*Lucile F. Fargo*  
*Helen S. Carpenter*

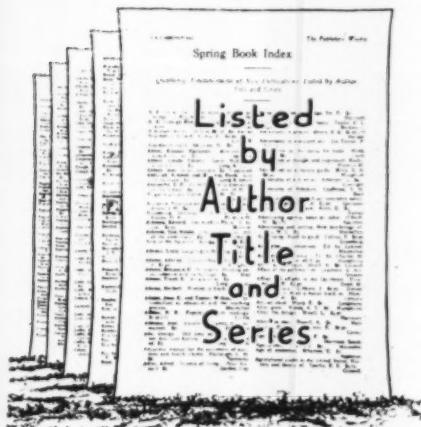
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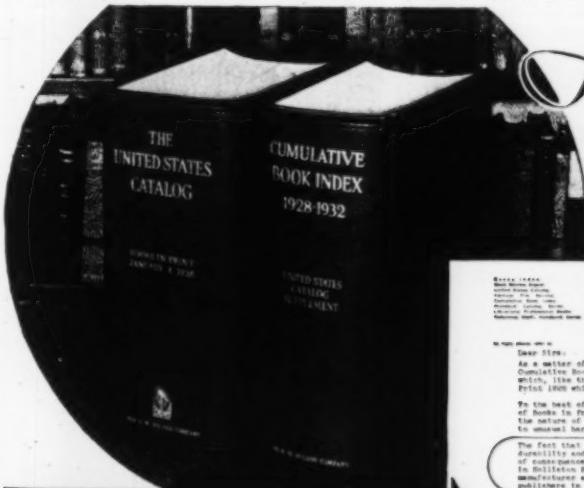
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## CONTENTS

February 1, 1934

THE LIBRARIAN AS BIBLIOGRAPHER, by Donald Cony	93
ECONOMY OR EFFICIENCY? LET THE TAXPAYER DECIDE, by Lucile F. Fargo and <i>Helen S. Carpenter</i>	100
A DAY'S WORK OF THE RACINE, WISCONSIN, PUBLIC LIBRARY	106
EVERYBODY'S BUSINESS	111
EDITORIAL FORUM	112
THE OPEN ROUND TABLE	114
LIBRARY BOOKS REVIEWED	117
IN THE LIBRARY WORLD	119
FROM THE LIBRARY SCHOOLS	122
LIBRARY ORGANIZATIONS	123
AMONG LIBRARIANS	124
PRINTED MATERIAL AVAILABLE	125
CHILDREN'S LIBRARIANS' NOTEBOOK	126
ADVANCE BOOK INFORMATION	129
FORTHCOMING ISSUES	113

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# THE LIBRARY JOURNAL



## The Librarian As Bibliographer\*

By DONALD CONEY

*Supervisor, Technical Processes, The Newberry Library, Chicago, Ill.*

THIS INSPECTION of librarians' labors in the vineyard of bibliography was begun with trepidation. "It is a well known fact," said Mr. Van Patten at an earlier conference of this Association, "that comparatively few bibliographical projects have originated with librarians."<sup>1</sup> Remembering this, I felt that librarians' bibliographies must be non-existent, anonymous, or concealed under that veil of quasi-namelessness: kind thanks in the preface for services received. Furthermore, I was troubled by the failure of scholars to agree on the true nature of bibliography; and finally, I asked, by what sign shall I know a librarian if I see him?

As to what constitutes a bibliography, I have preferred to define by example and not by explanation. It will be seen from the items referred to presently that historical bibliography is not abased in favor of descriptive, nor selective favored at the expense of enumerative. A librarian is taken to be somebody about whom it is reasonable to suppose that he is on a library payroll. It will be gratifying to you all, I hope, to learn (if you do not know already) that the virtues of bibliographical anonymity have been avoided by many who can be described as librarians. Out of a limited acquaintance with librarians' names and without searching far beyond the standard lists of Miss Mudge and Mr. Minto, I have been able to recognize some sixty library workers who did not choose to blush unseen beneath a bushel.

I should like to begin this tale of librarian-bibliographers with the name of the Reverend Thomas

Bray who, in the last few years of the seventeenth century, began to establish libraries in the southern part of what is now these States. His *Bibliotheca Parochialis* (2nd ed.:Lond., 1707) not only advocated persuasively the cause of libraries in the colonies but also provided a list of books suitable for them. It is perhaps the earliest forerunner of the *J.L.A. Catalog*.

But Dr. Bray, though a founder of American libraries was not himself a librarian, and though a compiler of booklists aspired no further toward bibliography. We turn then to Joseph Green Cogswell and Charles Ammi Cutter whose principal bibliographical work was the compilation of catalogs for their respective institutions, the Astor Library and the Boston Athenaeum. The library catalog does not enjoy a place in the front rank of bibliography and there are some who deny it the right to inclusion under that term at all. Nevertheless when it is available for distribution in printed form, the library catalog is a useful tool and may, by virtue of a library's strength, be a close approach to a formal bibliography.

Cogswell's is not a name much used in library circles, as are those of Poole and Winsor, Dewey and Cutter; yet it is to his wide information, his tact, and his unremitting industry that we owe the development of the Astor Library.

His restless temperament and varied interests lead him over Europe and through the United States, made him for a brief time Harvard's librarian, and finally brought him the friendship of John Jacob Astor whom he persuaded to found a library. We have Leonard Mackall's word that Cogswell "was a

\* Paper read before the College and Reference Section, A. L. A. Conference, 1933, Chicago, Ill.

<sup>1</sup> Nathan Van Patten, "The Future of Cataloging," A. L. A. Bulletin, XXV (1931), 508.

very eminent bibliographer"<sup>2</sup> but his bibliographic work was incidental to his activity as a book collector. His two catalogs<sup>3</sup> are the record of this latter skill and of his wide knowledge. "Look at [the catalog]," says Mr. Lydenberg<sup>4</sup> ". . . and you recognize the hand of a master, well aware of the character of the raw material at his command, with perfectly defined ideas as to the kind of structure he was to raise, fully conversant with the scope and nature of the problem for solution."

Eight years after the last volume of Cogswell's Astor catalog was published the catalog of the Boston Athenaeum began to appear. The difference between these two publications represents not only progress during the intervening time, but also the different outlook of a collector and of one who was primarily concerned with promoting the use of books. Cogswell's attitude is suggested by his expression "bibliographical quiddling."<sup>5</sup> Whatever he meant by this, he put a wicked weapon of ridicule into the hands of ignorant persons and put himself down as one impatient with the needful niceties of cataloging.

It was Charles Ammi Cutter who directed the compilation of the Athenaeum catalog which "for years . . . stood almost alone in American bibliographic undertakings in magnitude and thoroughness."<sup>6</sup> From 1860 to 1868 Cutter had done various work in the Harvard libraries and for Boston Public. He compiled for the latter institution a catalog of the Thomas Prince collection<sup>7</sup> and was associated with Ezra Abbot in compiling the new Harvard library catalog, probably the first public card catalog in America.<sup>8</sup> He assisted in the compilation of Abbot's bibliography for Alger's *Critical History of the Doctrine of a Future Life*. He also made for Harvard a catalog of its Sparks collection.<sup>9</sup>

When Poole left the Athenaeum in 1868 Cutter, as his successor, fell heir to the material and plans for printing the long delayed catalog. Poole had begun a catalog to end all previous ones when he went to the Library in 1856. Progress had been made, but curiously, Cutter's classic description of the hazards of unskilled bibliographic labor is well-known. "The making of [this catalog] . . ." he said:<sup>10</sup>

"was entrusted to several young men. They were intelligent and industrious . . . but they had never had any experience in cataloging. . . . Sometimes they took the title from the back of the book, sometimes from the title-page, sometimes from the half-title, and sometimes, apparently, from their own imaginations. They omitted freely, of course, and they altered the order of the words for the purpose of omitting; and of the words which they retained they abbreviated the greater part to the verge of unintelligibility."

<sup>2</sup> L. L. Mackall, "Goethe's Letter to Joseph Green Cogswell," *Essays offered to Herbert Putnam* (New Haven, 1929), 317.

<sup>3</sup> J. G. Cogswell, *Alphabetical Index* (N. Y., 1851); Astor Library Catalogue or Alphabetical Index (N. Y., 1857-66), 5v.

<sup>4</sup> H. M. Lydenberg, "A Forgotten Trail Blazer," *Essays offered to Herbert Putnam*, 304.

<sup>5</sup> Astor Library Catalogue, Liv.

<sup>6</sup> F. W. Ashley, *Dictionary of American Biography*, V:15.

<sup>7</sup> Boston Public Library, *The Prince Library* (Bost., 1870).

<sup>8</sup> W. P. Cutter, *Charles Ammi Cutter* (Chic., 1931), 14.

<sup>9</sup> Catalogue of the Library of Jared Sparks (Cambridge, 1871).

<sup>10</sup> Boston Athenaeum, Catalogue, 1807-71 (Bost., 1874-82), 5v., V. 3399.

After six years of this "the suspicion," he continues, "that all was not right appears to have arisen." Control of the work was then vested in Charles R. Lowell who was also without cataloging experience. Lowell died three years later and to Cutter fell the task of laying the bibliographical ghosts called up by the industrious young men. Four years later, in 1874, the first volume of the catalog appeared.

Cogswell's catalogs are milestones along the road of library history; Cutter's catalog, by its subject analysis, by its careful work on authors' names, by its contents notes, is still an active force in library work. Beneficial as the catalog is, it has another value, indirect but more widespread. The rules which Cutter formulated in making the Athenaeum catalog were published by the Bureau of Education in 1876. Cutter's bibliographical philosophy was thus made explicit, to the everlasting benefit of library workers.

A third catalog of a great library is the first series of the *Index-Catalogue of the Library of the Surgeon-General's Office* (Wash., 1880-95), 10v., initiated and compiled by John Shaw Billings. Dr. Billings has three reputations, any one sufficiently honorable alone. The first of these careers, that of a medical administrator, he began as a young surgeon in the Civil War and continued sporadically until he resigned the direction of the Pennsylvania University hospital in 1896. The last seventeen years of his life he spent as librarian of the New York Public Library. It is his middle career as a bibliographer that concerns us.

At the close of the Civil War Dr. Billings was assigned to the Surgeon-General's office where he was quick to begin the development of perhaps the finest medical library in the world. Although he disclaimed ability as a book collector Oliver Wendell Holmes once said: "Dr. Billings is a bibliophile of such eminence that I regard him as a positive danger to the owner of a library, if he is ever let loose in it alone."<sup>11</sup> His thoroughness led him to reform the cataloging of the Library (no small job since most of his catalogers were old hospital stewards) and from this it was only a step to the project of a printed catalog, not for use in connection with the Surgeon-General's library alone but also as a bibliographical key to international medical literature. The cost was considerable but not enormous. Billings' view of the matter was that of many bibliographers when confronted by the need for funds. "What is the value of such an index to the people of the United States," he wrote in *THE LIBRARY JOURNAL* for May 1878, "compared with an expedition to the North Pole, five miles of subsidized railroad, one company of cavalry, or a small postoffice building?"

Much of the work he undertook himself. "His plan was simplicity itself" said the librarian of The Royal Society of Medicine:

"If the thing was worth doing, he simply did it. I saw him once 'resting' in the evening after a long and arduous official day. He was lying on a couch, almost hidden by two mountains of medical periodicals in every language, one on either side of him. He was slowly, but without pause,

<sup>11</sup> Quoted by F. H. Garrison, *John Shaw Billings* (N. Y., 1922), 217-8.

steadily working through the mountain on his right, marking the items to be indexed, and transferring each journal, as finished, to the mountain on his left."<sup>12</sup>

The result of these labors met acclaim on all sides. Not intended as a complete bibliography, the *Index-Catalogue* was so extensive that Osler called it "an exhaustive index of medical literature,"<sup>13</sup> and Welch said of its compiler, "Dr. Billings was the greatest bibliographer in the history of medicine."<sup>14</sup>

Billings' other bibliographic work was, naturally, not considerable yet surprisingly varied. It can be examined in Adelaide R. Hasse's bibliography of his writings.<sup>15</sup> It included lists on cholera, the effects of alcohol, public hygiene, much work on the current continuation of the Surgeon-General's catalog, and the *Index-Medicus*, a "medical Poole's Index" as Cutter called it, which Billings conceived and edited for some time.

Justin Winsor was, like Cutter and Billings, an able library administrator, and like theirs the practice of bibliography was one of his principal concerns. But the scope of his bibliographic interest was not circumscribed by the content of a library, but by the bounds of a scholarly discipline, history. He early became an historian, publishing a history of his native town at the age of eighteen. He became a trustee of the Boston Public Library in 1867. Shortly afterward a series of sicknesses and deaths deprived that institution of its president, its librarian and his first assistant, and Winsor became the director of the most progressive large public library of the time.

The Boston Public Library, however, suffered changes and declined into city politics. The mayor remarked that the first man he met on the street would make as good a librarian as any, the Council assented, and Winsor retired to the Harvard Library. There he turned seriously to history and its bibliography, and edited those excellent works of co-operative scholarship, the *Memorial History of Boston* (Bost., 1880-81), 4v. and the *Narrative and Critical History of America* (Bost., 1884-89), 8v. Cutter reported<sup>16</sup> of the first that "the editor's footnotes were the best part of some of the essays; or, as one expressed it, the cream of the work was at the bottom." This is equally true of the latter; the "narrative" has been superseded by more recent work but the critical notes on the bibliographies, mostly by Winsor, are still a mine of information.

Not long after going to Harvard, Winsor inaugurated the Harvard Library *Bibliographical Contributions* which he edited until his death in 1897. His own contributions, too numerous to discuss, are listed by William Yust in his bibliography of Winsor.<sup>17</sup> They included such diverse subjects as Ptolemy, the Sparks mss., Halliwell-Phillipps, and Shakespeare.

There is a host of bibliographer-librarians of Winsor's time and after. Only some of the better known can be mentioned, and those with a brevity

which they do not merit. Samuel Austin Allibone is one of these. Best known to us now for his *Critical Dictionary of English Literature* (Phila., 1858-91), 5v., he was for nine years the first librarian of the Lenox Library. Early in life he had been employed by a Philadelphia insurance company; a position from which he retired to work on his "dictionary" at the instigation of George W. Childs, who was its original publisher. As librarian he compiled for *The Contributions to a Catalogue of the Lenox Library*, bibliographies on Bunyan, Shakespeare, Milton, and Walton.<sup>18</sup>

The name of Charles Evans is so familiar to all of us who handle early American imprints that it seems unnecessary to describe his great *American Bibliography* (Chic., 1903 etc.) which he "retired" to complete after service in the Boston Athenaeum, The Indianapolis Public Library, Enoch Pratt and others. A contemporary of Mr. Evans' is George Watson Cole who withdrew from administrative librarianship at the Jersey City Free Public Library in 1895 to practice the most elegant kind of descriptive bibliography. His two catalogs of the E. D. Church collections are the despair of all libraries which do not own them. It is worth noting that in the preparation of the *Catalogue of Books Relating to . . . North and South America* (N. Y., 1907), 5v. he had associated with him Henrietta Bartlett and Luther S. Livingston,<sup>19</sup> first though posthumous librarian of the Harry Elkins Widener collection. Mr. Cole was involved in the laborious compilation of the Wynderly Jones De Renne Library catalog for which he described the rarest items in the collection. In 1915 he became librarian of that happy hunting ground of good scholars, the Henry E. Huntington Library, for which he compiled a check list of the English literature to 1640. His retirement in 1924 put no end to his labors for 1930 saw the publication of his *Survey of the Bibliography of English Literature 1475-1640* in the *Bibliographical Society of America, Papers*, XXIII, pt. 2.

To the Lenox Library scholars and librarians owe much, not only for the splendid collections now forming a part of the New York Public Library, but for the bibliographic labors of its officers. Allibone, the first librarian, was succeeded by Wilberforce Eames whose work on Sabin's *Dictionary of Books Relating to America* (N. Y., 1868 etc.) ranks him with Evans in service to the cause of the general bibliography of this country. The rise of this village printer, postal clerk, and book dealer to his present bibliographic eminence was no doubt made possible by the temper of the era in which he began his career; but it could never have been reached without those attributes of thoroughness and accuracy which characterize his bibliographical work.

For his insistence that "Sabin" was a job worthy of completion students of America are everlastingly in his debt. After the death of the elder Sabin it was Eames who took up the continuation, carrying it on from "Pennsylvania" to the illimitable "Smith." It

<sup>12</sup> Garrison, 334.

<sup>13</sup> Quoted in Lydenberg, *John Shaw Billings* (Chic., 1924), 54.

<sup>14</sup> Quoted in Garrison, 333.

<sup>15</sup> In Garrison, 411-22.

<sup>16</sup> Nation, LXV, 335.

<sup>17</sup> W. F. Yust, *A Bibliography of Justin Winsor* (Cambridge, 1902), Harvard Univ. Library, Bibliog. contribs. no. 54.

<sup>18</sup> V. H. Paltsits, *D. A. B.*, I, 218.

<sup>19</sup> G. P. Winship, *The John Carter Brown Library* (Providence, 1914), 11.

was he who in 1906 resumed the work under a small grant for clerical work; and again he became editor in 1924, when the current effort to finish the undertaking began. While working in Tibbals' bookstore in 1880 Eames met James Constantine Pilling who was then at work on his Indian linguistics bibliography.<sup>20</sup> The meeting flowered in a profusion of bibliographic detail, as Pilling acknowledges in his preface. Eames' *Bibliographic Notes on Eliot's Indian Bible* (Wash., 1890) was reprinted from Pilling's Algonquian bibliography by the federal government. Most of Eames' work has been hidden in bibliographies by other men. Perhaps only a few of those who have used his "List of Catalogues . . . Published for the English Booktrade" in Growoll's *Three Centuries of English Booktrade Bibliography* (N. Y., 1903) have noted that it was compiled by Eames.

It is not unreasonable that librarians should recognize the need for handy lists of the materials of history when that discipline accounts for a large amount of their stock. It is not surprising, therefore, that the librarian of the Grosvenor Library of Buffalo, A. H. Shearer, should be co-editor of such a monument of history bibliography as *A Guide to Historical Literature* (N. Y., 1931) nor to find associated with him as contributors twelve other librarians among whom are J. C. Bay of John Crerar, H. B. Van Hoesen of Brown, and J. A. McMillen of Louisiana State University.

In 1902 a series of bibliographical works in the field of American history was begun which are of value to the historical student. *The Literature of American History* (Bost., 1902) was published in that year under the general editorship of Josephus Nelson Larned. The idea of evaluating books for the general reader as well as for the scholar was proposed by George Iles in addresses before meetings of this Association in 1892 and '96. Mr. Iles was an early advocate of what now goes by the name of adult education who could support his convictions with hard cash. He underwrote the cost of several booklists and presently persuaded this Association to sponsor a critical bibliography of the history of the Americas. He put up ten thousand dollars for the project and in the spring of 1898 the work was begun.

Larned, who had been in charge of the Buffalo Library for twenty years, had just resigned after a difference of opinion with his board.<sup>21</sup> He had already published his "ready reference" history and, although he modestly disclaimed fitness in the introduction to the *Literature*, seems to have combined executive talents and a familiarity with the material to the degree necessary for the success of the cooperative venture.

The result was what is still "the best annotated bibliography covering the entire period of American history."<sup>22</sup> It was continued by a supplement bringing the work down to 1902 edited by Philip P. Wells, librarian of the Yale Law School. There the project expired but was revived in spirit by Dr. Richardson,

then librarian of Princeton, in *Writings on American History, 1902* (Princeton, 1904).

Students of state and regional history are indebted to library workers for many lists of material in this field. The classic example is Swem's monumental compilation of Virginiana begun while he was assistant state librarian.<sup>23</sup> C. S. Brigham, while in charge of the Rhode Island Historical Society Library, published a short bibliography of that state,<sup>24</sup> and Miss Hasse made preliminary studies for bibliographies of colonial New York documents,<sup>25</sup> and of exploration reports in U. S. government documents.<sup>26</sup>

Charles Allcott Flagg, for a long time on the staff of the Library of Congress, was responsible for lists on Connecticut, Massachusetts, and New York state.<sup>27</sup> New York is again dealt with by Alice Louise Jewett in a list<sup>28</sup> which supplements Miss Hasse's, and Arizona has a list<sup>29</sup> compiled by the librarian of the state university.

One of the handbooks of the local historian and genealogist is Appleton Prentiss Clark Griffin's bibliography of American historical societies' publications.<sup>30</sup> This work was compiled while he was "keeper of books" at the Boston Public Library, a position which crowned his twenty-nine years of service in that institution. The *American Historical Societies* is his best known work, but it had been preceded by a career of substantial bibliographical effort. He was responsible for many of the lists in the *Bulletin* of the Boston Public Library, two of which earned praise from John Addington Symonds and Solomon Reinach.<sup>31</sup> In 1887 he published a brief bibliography on New York City. In 1889 the trustees reprinted from the bulletin of the Boston Public Library his index of local history.<sup>32</sup> Griffin closed his long career at this library in September, 1894, spending the next three years in research. At the April meeting in the next year of the Colonial society of Massachusetts Mr. H. H. Edes communicated Griffin's *Bibliography of the Historical Publications Issued by the New England States* (Cambridge, 1895). He compiled for the Boston Athenaeum an annotated catalog of its Washington collection<sup>33</sup> to which the librarian, William Lane Coolidge, wrote an appendix on Washington's library, and for which Franklin Osborne Poole, now librarian of the New York Bar Association, later made an im-

<sup>20</sup> J. C. Pilling, *Proof-Sheets of a Bibliography of the Languages of the North American Indians* (Washington, 1885).

<sup>21</sup> A. H. Shearer, *D. A. B.*, XI, 2.

<sup>22</sup> E. M. Coulter, *Guide to Historical Bibliographies* (Berkeley, Calif., 1927), 23.

<sup>23</sup> E. G. Swem, *A Bibliography of Virginia* (Richmond, 1916, etc.).

<sup>24</sup> C. S. Brigham, *Bibliography of Rhode Island History* (Bost., 1902).

<sup>25</sup> A. R. Hasse, *Some Materials for a Bibliography of the Official Publications of the General Assembly of the Colony of New York 1693-1775* (N. Y., 1903).

<sup>26</sup> U. S. Supt. of Documents, *Reports of Explorations Printed in the Documents of the U. S. Government* (Wash., 1899).

<sup>27</sup> C. A. Flagg, *Reference List on Connecticut Local History* (Albany, 1900), N. Y. State Library, Bulletin 53, Bibliography 23.

— *A Guide to Massachusetts Local History* (Salem, Mass., 1901).

— *Bibliography of New York Colonial History* (Albany, 1901), N. Y. State Library, Bulletin 56, Bibliography 24. With J. T. Jennings.

<sup>28</sup> A. L. Jewett, *Official Publications of the State of New York* (Albany, 1917), N. Y. State Library, Bibliography bul. 59.

<sup>29</sup> Estelle Lutrell, *A Bibliographical List of Books, Pamphlets and Articles on Arizona in the University of Arizona Library* (Tucson, 1913), Univ. of Ariz. record, ser. 6, no. 10.

<sup>30</sup> A. P. C. Griffin, *Bibliography of American Historical Societies* (2nd ed.; Wash., 1907), American Hist. Assn., Ann. rept. 1905, v. 2.

<sup>31</sup> F. W. Ashley, *D. A. B.*, VII, 617.

<sup>32</sup> A. P. C. Griffin, *Index of Articles Upon American Local History in Historical Collections in the Boston Public Library* (Bost., 1889).

<sup>33</sup> Boston Athenaeum, *A Catalogue of the Washington Collection* (Cambridge, 1897).

dex. Griffin became a member of the new staff Herbert Putnam was forming at Washington and later was chief bibliographer in which capacity he was compiler or director of almost countless reference lists. At his death in 1926 he was chief assistant librarian of the national library.

Government documents, occupying in modern history the place of archives for earlier times, have been the source of notable bibliographical work by librarians. The classic work of Miss Hasse<sup>34</sup> is too familiar for more than a passing reference. Her *Index of Economic Material* was one of the projects successfully advocated by Dr. Billings during his association with the Carnegie Institution.

The name of J. B. Childs, now head of the Catalog Division of the Library of Congress, is prominent in the document field. Formerly chief of the Document Division, Mr. Childs was one of the compilers of the *Monthly List of State Publications* and the author of the useful *Account of Government Document Bibliography* (Wash., 1930), as well as of bibliographical articles on Hispanic American documents.<sup>35</sup> J. K. Wilcox, of John Crerar, compiled in 1931 a guide<sup>36</sup> to current reference publications in U. S. government documents.

The literature of European history has attracted several librarians. Dr. Richardson published in 1912 for the American Historical Association (of whose bibliography committee he was then chairman) a union list of the material on European history in American libraries.<sup>37</sup>

English history is specifically dealt with in the collections of the University of Minnesota and the Union Theological Seminary. Mr. Gerould, while librarian at Minnesota compiled his large list on the sources of seventeenth century English history.<sup>38</sup> C. R. Gillett compiled the extensive catalog of the McAlpin collection<sup>39</sup> which is so useful to those who deal with English political and religious tracts.

Bibliographies on literature by library-workers are not so plentiful as those on history and incline toward the index type rather than the critical. There is, however, a group of bibliographical works of the highest type clustering about the name of Daniel Willard Fiske of Cornell. He was an assistant in the Astor Library from 1852 to 1859 under Cogswell. After a brief career embracing journalism, diplomacy, and the editing of a chess magazine with Paul Morphy, he settled down as first librarian of Cornell. In this position he greatly augmented his personal collections of Italian and Scandinavian literature which now give such lustre to the university library. Fiske's own bibliographical productions are less important than the

collections he made. His Petrarch and Icelandic lists have been superseded, but by works describing his own splendid collections. In 1895 T. W. Koch, now of Northwestern, then fresh from Harvard went to work under Fiske's direction on the Dante material and published three years later the first of a two volume list which was, in 1921, supplemented by the custodian of the collection, Mary Fowler.<sup>40</sup> In the meantime Miss Fowler had brought out a catalog of the Petrarch collection.<sup>41</sup>

Other literary figures have been treated bibliographically by librarians. W. C. Lane compiled a catalog of the Carlyle collection at Yale<sup>42</sup>; Mrs. Livingston, now of the Widener Library, whose gifted husband spent a varied life between orchids and bibliography,<sup>43</sup> has not long since published a list of Kipling's editions<sup>44</sup>; Miss Firkins, who issued an Ibsen bibliography, is better known for her indexes to short stories and plays.<sup>45</sup> Drama has also been dealt with by Misses Logasa and Ver Nooy.<sup>46</sup> Mr. Haskell, assistant bibliographer of New York Public, compiled a list of plays in translations, and among other bibliographies one on Provençal language and literature.<sup>47</sup> Swedish books of the fifty years ending with 1925 were dealt with by Mr. Josephson,<sup>48</sup> and the translations of certain Russian novelists by Andrew Keogh.<sup>49</sup> Mention should be made of Miss Harding's recent checklist of Arthurian material in the Newberry Library.<sup>50</sup> Finally, let us note that veteran of childrens' rooms, the fairy tale index<sup>51</sup> by Miss Eastman of Wilmington to which folklorists do not disdain to turn.

It is not long since law books emerged from the privacy of the lawyer's office and the judge's chamber to the enlarged utility of the library. This change has focused upon such books the bibliographical attention of men trained in the law, into whose charge such collections have been put, and of professional librarians. John Boynton Kaiser is the author of a bibliographical guide<sup>52</sup> to the essential literature for law, legislative and municipal reference libraries. F. C. Hicks, well-known to us from his long association with the library of the Columbia Law School and more recently at Yale, published in 1913 a selected and an-

<sup>34</sup> A. R. Hasse, *Index of Economic Material in Documents of the States of the U. S.* (Wash., 1907-22), 13v.

<sup>35</sup> J. B. Childs, *The Memories of the Republics of Central America and of the Antilles* (Wash., 1932).

<sup>36</sup> *Hispanic American Government Documents in the Library of Congress* (Baltimore, 1926).

<sup>37</sup> J. K. Wilcox, *United States Reference Publications* (Boston, 1931).

<sup>38</sup> American Historical Ass'n, *Union List of Collections on European History in American Libraries* (Princeton, 1912).

<sup>39</sup> *Supplement* (Princeton, 1915).

<sup>40</sup> *Alphabetical Subject Index*, by A. H. Shearer (Princeton, 1915).

<sup>41</sup> J. T. Gerould, *Sources of English History of the 17th century in the University of Minn. Library* (Minneapolis, 1921).

<sup>42</sup> C. R. Gillett, *Catalogue of the McAlpin Collection of British History and Theology* (New York, 1927-30), 5v.

<sup>43</sup> Cornell University Library, *Catalogue of the Dante Collection* (Ithaca, 1898-1900), 2v.

<sup>44</sup> *Additions 1898-1920* (Ithaca, 1921).

<sup>45</sup> Cornell University Library, *Catalogue of the Petrarch Collection* (London, 1916).

<sup>46</sup> W. C. Lane, *The Carlyle Collection. A Catalogue of Books on Oliver Cromwell and Frederick the Great* (Cambridge, 1888), Harvard Univ. Library, Biblio. contribs. no. 26.

<sup>47</sup> G. P. Winship, "Luther S. Livingston," *Biblio. Soc. of America. Papers* (Chicago, 1914), VIII, 111.

<sup>48</sup> F. V. Livingston, *Bibliography of the Works of Rudyard Kipling* (New York, 1927).

<sup>49</sup> L. T. E. Firkins, *Henrik Ibsen; a Bibliography of Criticism and Biography* (New York, 1921).

<sup>50</sup> *Index to Short Stories* (2nd ed.; New York, 1923).

<sup>51</sup> *Index to Plays* (New York, 1927).

<sup>52</sup> Hannah Logasa and Winifred Ver Nooy, *An Index to One Act Plays* (Boston, 1924).

<sup>53</sup> D. C. Haskell, *Foreign Plays in English. A List of Translations* (New York, 1920).

<sup>54</sup> "Provençal Literature and Language, Including the Local History of Southern France," N. Y. Public Library, *Bulletin* (1921-2), XXV-XXVI.

<sup>55</sup> A. G. S. Josephson, *List of Swedish Books, 1875-1925* (Chicago, 1927).

<sup>56</sup> Andrew Keogh, "List of Publications," W. L. Phelps, *Essays on Russian Novelists* (New York, 1916), 285-292.

<sup>57</sup> J. D. Harding, *The Arthurian Legend* (Chicago, 1931).

<sup>58</sup> M. H. Eastman, *Index to Fairy Tales, Myths and Legends* (2nd ed.; Boston, 1926).

<sup>59</sup> J. B. Kaiser, *Law, Legislative and Municipal Reference Libraries* (Boston, 1914).

notated list of material on law literature<sup>53</sup> which has been supplemented by his "Notes on Legal Bibliography" in the *Law Library Journal*. A. F. Kuhlman came to the associate directorship of the University of Chicago libraries from the field of sociology by way of his list of the literature on crime and criminal justice.<sup>54</sup>

It is to the enterprise of Dr. Putnam that we owe another important tool in this field. The growing interest in social control, the reciprocal social and business relationships of citizens of this country and others, and the superiority of European legal thought convinced the Library of Congress of the need to develop the law collections of the national library.<sup>55</sup> In 1911 Dr. Putnam secured the services of Edwin M. Borchard, then an international law expert at The Hague and until 1916 chief of the Law library. In the next year a unique series of guides to the legal literature of continental and South American states began to be published.<sup>56</sup>

Union lists of serial publications seem to have been an enterprise peculiarly of professional librarians. The great compilation<sup>57</sup> directed by a committee of this Association and edited by Winifred Gregory will be, with its supplements, a monument for decades to the cooperation existing between this continent's libraries. But the idea exemplified in this work was current among librarians at least forty years before. In 1887 the New York Library Club issued a list of periodicals received in New York and Brooklyn libraries. The Boston Public Library, the Chicago Library Club, and other library organizations elaborated this theme. Dr. Andrews<sup>58</sup> of John Crerar edited a supplement to the Chicago list. A. G. S. Josephson of the same library indulged his propensity for lifting bibliography to the second power and compiled a list of union lists<sup>59</sup>, which was continued in 1927 by Haskell in an appendix<sup>60</sup> to the *Union List*. The increasing use of periodicals which made necessary union lists must have been influenced by the general indexes to this form of publication. It should be a source of gratification to American librarians that one of its earlier leaders compiled the pioneer periodical index. William Frederick Poole was struggling through his undergraduate years at Yale on money earned between terms as a tanner when, in 1847, he found modest but secure employment as assistant librarian to the "Brothers in Unity" whose library still serves Yale undergraduates. In this position he compiled an index for the periodicals in

<sup>53</sup> F. C. Hicks, *Aids to the Study and Use of Law Books* (N. Y., 1913).

<sup>54</sup> A. F. Kuhlman, *Guide to Material on Crime and Criminal Justice* (N. Y., 1929).

<sup>55</sup> E. M. Borchard, "The Law Division of the Library of Congress," *Essays Offered to Herbert Putnam*, 90ff.

<sup>56</sup> ——, *Guide to the Law and Legal Literature of Germany* (Wash., 1912); *Bibliography of International Law and Continental Law* (Wash., 1913).

<sup>57</sup> *Guide to the Law and Legal Literature of Argentina, Brazil and Chile* (Wash., 1917).

<sup>58</sup> *Union List of Serials in Libraries of the U. S. and Canada* (N. Y., 1927).

<sup>59</sup> John Crerar Library, Chicago, *Supplement to the List of Serials in Public Libraries of Chicago and Evanston* (2nd ed.; Chic., 1906).

<sup>60</sup> A. G. S. Josephson, *Bibliography of Union Lists of Serials* (2nd ed.; Chic., 1906).

<sup>61</sup> D. L. Haskell, "A Bibliography of Union Lists of Serials," *Union List of Serials*, 1581-8.

that library as an aid to student debates.<sup>61</sup> A rising publisher, G. P. Putnam, encouraged the young man and presently published the first edition<sup>62</sup> of this notable piece of bibliographical industry. This work, which in later editions is so extensively known as "Poole," was by way of being the cornerstone of its compiler's library career. "I have got no little reputation in Boston," he later wrote to a friend, "for being supposed to know where all sorts of subjects are treated, my mss., however, which I keep in the background, are of no little service in strengthening my supposed memory."<sup>63</sup>

The listing of newspapers follows close on other periodicals in the order of usefulness and in this work, as in the other, librarians have furnished most of the labor, although limiting themselves generally to American publications. Clarence S. Brigham's list of early papers<sup>64</sup> is too well known for more than a reference, as are the various Library of Congress lists. Miss Humphries' Yale list,<sup>65</sup> Miss Ramage's Duke University checklist<sup>66</sup> and Mr. Haskell's extensive New York Public Library list<sup>67</sup> note material in three libraries. The papers of New York City have been carefully dealt with by Louis H. Fox<sup>68</sup> who is chief of the newspaper division of the New York Public Library.

Librarian-bibliographers interested in early printing are handicapped in this country by the origin of the bulk of that printing in Europe. Nevertheless they have done some useful work. The Bibliographical Society's *Census*<sup>69</sup> was suggested by John Thomson, librarian of the Free Library of Philadelphia, and the work of compiling and publishing this list involved such names as Winship, Eames, Cole, and Lydenberg. Some day the national library's incunabula, now much increased by the immaculate Vollbehr collection, will be catalogued. Until that time we must do with Ashley's Thacher catalog.<sup>70</sup> Of considerable local interest is Pierce Butler's recently published checklist of incunabula in the Chicago area,<sup>71</sup> while a work of another kind, almost unique in value, is Childs' list of bibliographies on sixteenth century books.<sup>72</sup> Finally we must not fail to record that excellent work in the regional history of printing, *A History of Printing in Colonial Maryland 1686-1776* (Baltimore, 1922) and its accompanying bibliography of Maryland imprints, by Lawrence C.

<sup>61</sup> C. B. Roden, "The Boston Years of Dr. W. F. Poole," *Essays Offered to Herbert Putnam*, 388.

<sup>62</sup> W. F. Poole, *An Alphabetical Index to Subjects Treated in the Reviews, and Other Periodicals* (N. Y., 1848).

<sup>63</sup> Quoted in Roden, *op. cit.*, 391.

<sup>64</sup> C. S. Brigham, "Bibliography of American Newspapers 1690-1820," *American Antiqu. Soc., Proceedings* (Worcester, 1913, etc.), nos. 23, etc.

<sup>65</sup> Yale University Library, *A List of Newspapers in the Yale University Library* (New Haven, 1916).

<sup>66</sup> Duke University Library, *Checklist of U. S. Newspapers in the General Library* (Durham, N. C., 1932), pt. 1.

<sup>67</sup> N. Y. Public Library, *Checklist of newspapers* (N. Y., 1915).

<sup>68</sup> L. H. Fox, "New York City Newspapers, 1820-1850; a bibliography," *Bibliographical Soc. of America, Papers* (Chic., 1927), XXI, 1-131.

<sup>69</sup> Bibliographical Soc. of America, *Census of Fifteenth Century Books Owned in America* (N. Y., 1919).

<sup>70</sup> F. W. Ashley, *Catalogue of the John Boyd Thacher Collection of Incunabula* (Wash., 1915).

<sup>71</sup> Pierce Butler, *A Check List of Fifteenth Century Books in the Newberry Library and Other Libraries in Chicago* (Chic., 1913).

<sup>72</sup> J. B. Childs, "Sixteenth Century Books," *Bibliographical Soc. of America, Papers* (Chic., 1923), XVII, pt. 2, 73-152.

Wroth, then of Enoch Pratt Library, now the eminent librarian of John Carter Brown.

If there were time many other bibliographies could be spoken of by title. As it is we must content ourselves with a diverse selection. Three veterans of the Library of Congress have done much for the cause of bibliography in their respective fields. Of the manifold labors of Herman H. B. Meyer you need not be told. P. Lee Phillips is a name to conjure with in the field of maps. In Oscar G. Sonneck, first chief of the music division, we had the first American bibliographer of music.

The bibliographic interests of librarians are as varied as are the problems that confront them. Mr. Van Patten has dealt with the corrosion of metals and the literature of lubrication.<sup>73</sup> Adam Strohm of Detroit published in 1903 a bibliography of cooperative cataloging.<sup>74</sup> Standards for the college library have been established in Mr. Shaw's *List of Books for College Libraries* (Chic., 1931) compiled for the Carnegie Corporation and published by this Association.

Finally let us look at the way librarians have met the need for bibliographic handbooks. The *Guide to Reference Books* (5th ed.: Chic., 1929) begun by Alice Bertha Kroeger in 1902 has achieved its present size and current utility under Miss Mudge's capable and critical editorship. Miss Coulter of the University of California issued in 1927 her excellent *Guide to*

*Historical Bibliographies* (Berkeley, 1927) which was followed two years later by Van Hoesen and Walter's *Bibliography: Practical, Enumerative, Historical* (N. Y., 1929). Andrew Keogh, in his earlier years, compiled *Some General Bibliographical Works of Value to the Student of English* (New Haven, 1901). To this array must be added in conclusion Aksel G. S. Josephson's bibliography of *Bibliographies of Bibliographies* (2nd ed.: Chic., 1913).

This paper is not the record of a scientific investigation. Its terms are not acutely defined: the variety of the librarian's education is only equalled by the diversity of the bibliography he has produced. We have passed in review the work of men whose first training was in the law, medicine, engineering, as well as of those whose early interest was in the care of books. The data of this examination is admittedly incomplete. If any generality can be inferred it is only that bibliographies of a critical character are usually made by those who were early trained in a scholarly subject. The professionally trained librarian tends to produce works of the simple enumerative kind, like indexes, catalogs, check lists; the tools he knows to be necessary to his daily work of transmitting the past experience of mankind. The reward is well put by Dr. Billings. "While the librarian," he says,<sup>75</sup> "is in one respect only a sort of hod-carrier, who brings together the bricks made by one set of men in order that another set of men may build therewith—he is apt to take quite as much pride and satisfaction in the resulting structure, provided it be a good one, as if he had built it himself."

<sup>73</sup> Nathan Van Patten, *Bibliography of the Corrosion of Metals and Its Prevention* (Marblehead, Mass., 1923).

<sup>74</sup> Selective Bibliography of the Literature of Lubrication (Kingston, Can., 1926), with Grace S. Lewis.

<sup>75</sup> Torstein Jahr & A. J. Strohm, *Bibliography of Cooperative Cataloguing and Printing of Catalogue Cards* (1850-1902) (Wash., 1903).

<sup>75</sup> Quoted in Garrison, 276.



*The Booklovers' Map Of America (New-Revised Up-To-Date) By Paul Paine. Published By The R. R. Bowker Co.*

# Economy Or Efficiency? Let The Taxpayer Decide

By

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And

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THE READERS of THE LIBRARY JOURNAL are indebted to Charlotte H. Clark and Louise P. Latimer for a frank and illuminating statement of the point of view of certain public librarians with reference to the development of organized libraries in schools. Misses Clark and Latimer object to such libraries. And they object to them not only in elementary and junior high schools, such as are in Washington, D. C., served by traveling collections from the Public Library, but also in high schools, judging by the constant use in their article of inclusive terminology and repeated reference to data gathered from the high school field.

It appears to the present authors that the article in question is an excellent example of today's trend (from which, by the way, public libraries are everywhere the sufferers) toward advocating reduced budgets without counting the cost to progress. It is exceedingly easy to make the taxpayer believe that any service he does not comprehend is an extravagance, and the statement that school library service and public library service duplicate each other sounds most convincing to the uninitiated.

But is it true? Let us look into the contentions of the article in question.

It advocates library service for elementary and junior high schools handled by the public library by the following plan: books selected by the schools division of the public library for each classroom, on the basis of one book per pupil, are sent as a temporary loan for two months, after which the collections are exchanged. The class teacher handles the circulation within the school. The schools division provides a central advisory and list-making service and a duplicate collection of books for teacher use.

This is valuable service, following closely the methods of a large number of public libraries which have interested themselves in the schools. In fact, it is through just such beginnings that there has evolved in many localities the very situation to which objection is made—namely, organized libraries with librarians in charge, operating within the various units of the school system, often under the continued direction of the schools department of the public library.

Now it was the object of the little book from

which Misses Clark and Latimer so frequently quote<sup>1</sup> to show how this evolution has come about and to indicate that we still have school library service in all stages of development paralleling educational progress in the school field. Many schools, either because of lack of leadership, because of isolation defying the trend towards consolidation, or because of poverty, are still following and will probably continue to follow for some time to come, traditional educational programs which make use of few printed resources outside of texts, and which regard book service, as do the authors of THE LIBRARY JOURNAL article, as a "collateral" activity.

But in the large city school, and in smaller rural schools with progressive leadership, there are numerous objections to a limited classroom book delivery plan.

In the first place, in most city school systems the work is departmentalized above the sixth grade, and pupils travel from one subject classroom to another. In the platoon school, where elementary libraries have so far had their steadiest development, this departmentalization is characteristic of the entire organization. Who, then, is to take charge of the classroom collection of books? If it is to be the homeroom teacher, the only time she will have with her pupils is the busy homeroom period—even shorter, usually, than a class period—and filled with a myriad of routine duties. In a hurried atmosphere of this kind there are lacking the elements of relaxation and quiet conducive to getting acquainted with books. If, on the other hand, the books are shelved in the departmental classroom, they are available to pupils during class periods only. When John Henry, who is drawing a balloon in his art class, wants a picture of one he cannot get it because the book on aeronautics is in the general science classroom where interruptions are not encouraged. Nor, incidentally, can he get what he wants when he wants it from the public library, for that is a mile away and deliveries are made only on Tuesdays and Fridays. By Friday he will have left balloons behind and be struggling with an amaryllis design.

The claim that teachers are asking for classroom

<sup>1</sup> Fargo, L. F. *The Program for Elementary School Library Service*. A. L. A., 1930.

collections instead of a central library is not borne out by conditions in New York City where requests to change from classroom collections to a central school library are coming in faster than it is possible to get the equipment and books necessary. The same is true elsewhere. But granted that in certain schools collections have been scattered in classrooms, we see no reason for jumping at the conclusion that the practice is generally desired or desirable. For one thing, it is an expensive practice because of the necessity for duplication. More on this point later. Here we would merely add that Dr. B. La Mar Johnson's report,<sup>2</sup> quoted in this particular, also shows how school librarians are successfully managing classroom loans while at the same time saving for the school the general laboratory privileges of an organized library. It is a growing practice that may be widely observed.

In the second place, if library books are in any sense to supplement the course of study through providing backgrounds or different points of view, it would be necessary to duplicate heavily in a large school where there are many class sections in a grade. In New York City, for example, there might be as many as twenty-five to thirty-five sections in the ninth grade, needing an equal number of collections. Undoubtedly, a certain amount of "staggering" of subject matter used may be resorted to, but the complications of such a plan are many. A central school library to which pupils may have access before and after school and at any time during the school day when they are free, or to which they may be sent from classrooms individually or in groups, will require fewer duplicates and to that extent will be an economy. Moreover, identical books can be used by pupils working in different subject fields—another saving. Best of all, printed material will be on hand when wanted, and this will include periodical articles, pictures, and the contents of the pamphlet and clippings file, with an opportunity to master the use of library tools such as the catalog and the *Reader's Guide*.

This brings us to our third point; namely, that it is of vital importance educationally for boys and girls to acquire very early the techniques of original investigation—or to put it concretely—to acquire facility in the use of reference materials. They do not pick this up spontaneously, as witness the familiar sight of adults fumbling around in a library trying to find the simplest facts. Nor can it be inculcated by occasional lessons and visits to the public library. It develops gradually through the daily habit of reference to library materials. Not only good pedagogy but common sense tells us that the time to teach a skill is when its use is demanded. The time to teach a library skill is when the child needs it to answer a question, either his own or one propounded in the classroom. Working together intimately in the daily activities of the school, the librarian and the teachers learn the points at which general library instruction is most efficacious, and still working together, meet emergency calls as they arise. That is what is meant

by an integrated library program. It is the program increasingly demanded by schools.

There are other advantages in such a closely knit program. The school library affords an excellent opportunity for the accurate fitting of service to the needs of children as individuals. Here we come upon the diagnostic and remedial work which worries our Washington friends. But we may as well recognize that there are plenty of children who really do not care to read and who never go to the children's room. The school attempts to ascertain scientifically the inhibitions of these children and then counts on the school librarian to work intimately with the teachers in overcoming these inhibitions. For the satisfactory performance of such work there is need for a large collection of books permanently available and suited to a variety of readers.

One thing that should be definitely noted in the plan advocated by Misses Clark and Latimer is the major emphasis placed upon recreational reading, which, valuable as it is, constitutes only a part of the reading done in the school library. In the school there is a continuous demand for many content books and visual materials needed at once in connection with problems to be solved and projects to be worked out.

While it is true that the collections in elementary school libraries may sometimes be poor in quality and often in charge of a teacher with little or no library training, the present trend is away from this condition. Supervision has helped greatly. Books are now chosen increasingly either from accredited graded lists provided by an adequate state agency, or from lists prepared by trained librarians. And the teacher in charge in the school is very generally preparing herself by taking library courses as fast as she can. This is helped on by the requirements for certification of school librarians in many states.

A point worthy of great emphasis in the consideration of a library in the school, and one that we have already mentioned, is the fact that practically every child is reached. This may be accomplished by the special contriving of teachers and librarian, or through scheduling—usually the latter in the elementary school. Granted that the idea of scheduling is distasteful to most librarians, it does accomplish this one purpose: it exposes all children to library influences. That these influences are overwhelmingly happy and interesting, even when scheduled, cannot fail to impress itself upon anyone who takes the trouble to visit widely in the elementary field. It is the practically unanimous report of elementary librarians that truancy is not a problem in the library. The children like to come. This in itself should serve to mitigate the fears of those librarians who are troubled lest the elementary child's school experience will drive him away from the library. Further up the line in the high school, attendance is not so often scheduled, and a few pupils manage to escape the wiles of the librarian. But not many. Moreover, in the high school field, organized work has gone on long enough effectually to allay the anxiety of the public libraries lest adolescent patronage be lost to them. In all her visits to libraries from New York

<sup>2</sup> Johnson, B. L. *The Secondary School Library*. U. S. Education Office, Bulletin, 1932, no. 17. Monograph no. 17.

to California, one of the present authors has yet to find a single public librarian whose record of borrowers diminished with the development of an excellent high school library. The former supervisor of the Denver school libraries<sup>3</sup> is sponsor for the statement that in that city the growth of elementary school libraries was paralleled by growth in children's work. In New York City at least half a dozen branches are known to have experienced an increased demand for children's books with the inauguration of school libraries. Many public libraries are overwhelmed with the demands created. We should have careful statistical studies all along the way here. But in the meantime the above observations may be useful, and a question may be raised which seems to be pertinent: Is it not possible that the surest way to provide a growing support for the public library is to habituate boys and girls in school to the use of library resources?

Other statistical studies are indicated in connection with the percentages of children in given communities who actually are reached by the public library. How far can children be relied upon to go for books? What about dangerous road crossings and city traffic? Schools have worked out their building programs very carefully in order to meet these difficulties of children. Have libraries?

The Washington, D. C., public library has looked into the matter. We find the following in recent reports emanating from that city:

"Compulsory school attendance of children sends them to school buildings wherever located. Successfully to secure voluntary attendance at the library requires its placement in a convenient and preferably a conspicuous location."<sup>4</sup>

"Washington moves slowly toward placing libraries where children are. Yet the schools cannot function properly in the newer methods of teaching without near-by libraries. The establishment of a new school . . . should be followed by a branch library, if there is none in the neighborhood."<sup>5</sup>

We are wholly glad that Washington is putting on an intensive campaign for more public library branches. We certainly think the city ought to have them. But we were also struck with this from the first mentioned report in which a committee headed by the librarian decided against the utilization of school premises for branch public libraries:

"A new school is ordinarily located, for the protection of the children, away from traffic and active city streets, while branch libraries are preferably placed on or near main thoroughfares easily accessible to all residents of the section."<sup>6</sup>

At this point our heads began to whirl. Children cannot be expected to go too far for books, we are told. Branch libraries are too few and more are needed, but not in school neighborhoods, for schools are not well located for adult patronage! It occurs to us that the solution would be to provide school

libraries to reach children where they are while at the same time erecting branches for general community use at strategic centers.

A tremendous volume of work is carried by the branches, we are further told. All are crowded. We hesitate to contemplate what would happen if *all* the children from *all* the elementary schools alone crowded in to spend, between the close of school and curfew, the one or two periods per week which represent *scheduled* attendance alone in the elementary school library. And then suppose there were added *all* the junior high school pupils with their myriad personal and school-motivated quests! The public library is, after all, established for the community, and such an invasion would make it impossible for adults to receive any service.

It has to be remembered in this connection that the school program places a limit upon time available to children for library attendance at the public library as well as within the school. Pupils can only come to the public library when school is not in session. Thus we discover that in New York City, in spite of school-libraries doing all they can all day, it was actually found necessary to curtail the use of public library facilities by children doing reference work after school hours, because they were crowding out the adults by sheer numbers, and were driving the assistants wild by assignments which could have been better interpreted by the school librarian with her closer contacts with teachers, and her understanding of pupils' difficulties. The New York Public Library authorities appealed to the schools urging that school libraries be built up to take care of this demand. Branches such as the Bronx Reference Department had to be opened to meet the emergency. Libraries in the neighborhood of progressive schools are still swamped with the invasion, though school libraries are being built up as fast as funds permit.

Being now fairly clear as to what is involved in school library service, let us turn to the cost estimates furnished in the article under discussion. Here we are troubled at once by the caption above the two columns: "Relative Costs of Actual Public Library Classroom Service and of 175 Potential School Libraries with Comparable Service." How comparable? On one side we have the set-up for a plan of book distribution to classrooms and on the other for specially equipped library rooms in schools with librarians in charge. Obviously, the second costs more than the first, and should do so, for the taxpayer is getting vastly more for his money.

We are, however, frankly skeptical as to the accuracy of the figures given for the "potential school libraries." Every authority quoted by the authors has unequivocally asserted that to date we have no accurate cost data capable of general application except, perhaps, in the case of books. Moreover, our Washington authors give us no clues as to how they arrive at the \$6.07 cost per pupil used in their estimate. As far as we are able to ascertain from the context, this figure, however arrived at, was derived chiefly from high school library data which may or may not apply. We know, for example, that elementary salaries are apt to be less than those for high school, and local

<sup>3</sup> Eleanor M. Witmer, now Librarian of Teachers College, Columbia University.

<sup>4</sup> U. S. Seventy-first Congress, Second Session. Subcommittee of House Committee on Appropriations. Extracts from hearings: Branch Libraries in School Buildings, 1930, p. 4.

<sup>5</sup> Washington, D. C., Public Library. Annual report, 1932, p. 13. Excerpt from a departmental report by Louise P. Latimer.

<sup>6</sup> U. S. Seventy-first Congress, Second Session. Subcommittee of House Committee on Appropriations. Extracts from hearings: Branch Libraries in School Buildings, 1930, p. 3.

figures in several library systems seem to indicate that the books for elementary grades may be purchased for considerably less than for high schools. But here again we face the fact that no comprehensive data are available. The entire question of school library finance cries aloud for exhaustive study.

In the column headed "Libraries in Schools" we note a charge of \$322,210 under "Furniture, equipment, supplies." Have the authors considered that the planning of school buildings for departmentalized work involves a maximum use of space and equipment? So much floor space, so many chairs, tables or desks, will accommodate so many children. If a part of this space and equipment happens to be a library, a considerable amount can be deducted from the total, as is beautifully illustrated in the planning of platoon schools. In other words, library costs are not wholly extra costs.

In much the same way the charge of \$305,500 for salaries needs interpretation. This presumably represents a charge for a librarian within each school. But when children are in care of the librarian, teachers are freed. In view of this fact, it has been suggested by certain school administrators that the total salary cost of the school need not be increased when a librarian takes charge. We have never seen a study of this aspect of cost charges, but we wish some of our friends in the school administration field would make one.

As to charges for books, it occurs to us that if the \$55,680 initial fund, plus \$6,800 yearly, were expended by the schools for classroom service, instead of by the public library, the Washington taxpayer would be in precisely the same position as he now is. He foots the bill in either case.

In passing, we note that a much more fruitful

tal costs in the school. On this point again there is a great dearth of reliable data.<sup>5</sup>

We should like to go further into the cost tables furnished in the article under discussion were they not so basically confused. As it is, let us turn from the contemplation of cost of services which are not comparable to other significant questions.

We are informed by means of figures drawn almost exclusively from high school library studies that the number of trained librarians in schools is deplorably few. We shall not quibble over the use of the high school figures. We know that the elementary figures would be no better and are probably more disheartening. But just at the point where we were ready to retire in discouragement from the task of ever training enough school librarians, we bethought us that it might be interesting to see how the matter of training for school librarianship compared with the problem in the public library field. For of course, if children are to be subject to the ministrations of untrained persons in both institutions, they are no better off in the public library than in the school. Here we had a surprise. We discovered that the A. L. A. *Survey of Libraries*<sup>6</sup> showed the following percentage of full-time public library staff members in the United States to be library school graduates: In libraries of more than 100,000 volumes, 21.89 per cent; in libraries of 50,000 to 100,000 volumes, 25.28 per cent; in libraries of 20,000 to 50,000 volumes, 25.83 per cent; in libraries of less than 20,000 volumes, 14 per cent. Or approaching the matter from the other direction, the classes of libraries represented above had 55.38 per cent, 57.38 per cent, 61.09 per cent, and 77.5 per cent of full-time persons on their staffs with less than six months' training of any sort. We were also distressed by the state of affairs in the

PUPIL PER CAPITA COST—HIGH SCHOOL LIBRARY SERVICE<sup>7</sup>

	1924-25 (2 High Schools)	1925-26 (3 High Schools)	1926-27 (3 High Schools)	1930-31 <sup>8</sup> (3 High Schools)	1931-32 (3 High Schools)	1932-33 (3 High Schools)
Total Cost of High Schools	125.37	127.11	122.36	114.31	109.10	91.24
Library Salaries	2.10	1.91	1.80	1.91	1.88	1.67
Library Books and Expenses	.38	.67	.71	.57	.60	.50
Per Cent of Total Cost	1.9%	2%	2%	2.1%	2.2%	2.3%

The above statistical data showing the pupil per capita cost for highly developed high school library service over a series of years were furnished by the office of the Board of Education, Spokane, Washington. In this computation, library salaries plus library books and expenses are compared with the total annual operating cost of the schools concerned. It is our impression that the library costs do not include such items as janitor, light and heat.

comparison for the taxpayer than the one furnished by Misses Clark and Latimer would be one between school library costs and total educational expenditures by school systems, such as that given above,<sup>7</sup> or between school library costs and other department-

children's field as set forth by Miss Latimer herself, in an article in the *THE LIBRARY JOURNAL*.<sup>10</sup> "Most librarians," she writes, "are aware of the dearth of trained children's librarians in this country"; and she proves her thesis only too well.

At this point we return to the figures on school librarian training given in the Johnson study,<sup>11</sup> from

<sup>5</sup> A. L. A. *Survey of Libraries in the United States*, A. L. A., 1926, v. 1, p. 116.

<sup>6</sup> Latimer, E. P. "The Bung and the Spile," *LIBRARY JOURNAL*, 52, 116, February 1, 1927.

<sup>7</sup> Johnson, B. L. *The Secondary School Library*, U. S. Education Office Bulletin, 1932, no. 17, Monograph no. 17, p. 24.

<sup>8</sup> The librarian desiring to make such a study may be helped by the following rule of thumb devised by Dr. George D. Strayer of Teachers College, Columbia, and his colleagues: In allocating current expense charges for a particular department of the school (e.g. the library), take the salary expense for the department and relate it to the total salary charge for the school. The resulting percentage is an excellent gauge of the relation of current departmental running expenses to total running expenses. Under "running expenses" are included such items as heat, janitor, light, etc., but not capital outlays or new equipment such as books.

which our Washington friends quote. This study is a country-wide sampling based on reports from 390 high schools. Of these, eighty-three had as librarians college graduates with one year or more of library science credits; seventeen had twenty-six or more semester hours of such credit; twenty had from six to fifteen semester hours. To this there must be added the normal school graduates with library science training running from twenty-six or more semester hours down. These figures are not such as can readily be reduced to percentages. But taking the college-plus-library-school graduates only, we are impressed with the fact that approximately 25 per cent of the total number of schools studied had well-trained librarians, and that to this percentage must be added a considerable number of librarians who were on the way to adequate training. We conclude that school librarians, who have only been in the field some twenty-five or thirty years, seem to be moving in the direction of adequate training rather more rapidly than public librarians who have been in existence over a much longer period of years—and this even if we take cognizance of the fact that our high school library figures are several years more recent than our public library figures, and we therefore add to the public library totals a liberal percentage of the students who have graduated from the accredited library schools in the interval. The record is not a pleasant one on either side.

As to professional spirit among school librarians, it is interesting that the latest available figures<sup>12</sup> show in 1932 an A. L. A. school library membership of 1,373. This looks like a good showing to us, especially in view of the fact that most school librarians also keep up memberships in one or more educational organizations with library sections.

This discussion has so far leaned heavily on the side of large city systems, chiefly because the article under discussion took a large city as its basis for comparison, without, however, deterring the authors from generalizing about all school libraries, urban and rural.

In rural school library service, as in the entire rural school situation, scattered population creates a special problem for the taxpayer, who is at the present time giving careful consideration to larger tax and service units. We are familiar with the consolidated school. Here the school library may and does carry on with all the educational efficiency of the city school library. If the consolidated high school is not sufficiently large to demand alone the full-time service of a trained librarian, the attached elementary school may be served conjointly. Or, if the school is fortunately located for adult use, a joint school and community service may be developed, perhaps under the county library if there is one. The problem here is not to take care of a flood of patrons, adult and juvenile, but to look for a sufficiently large population unit to finance adequate service without undue burden. The case studies in *The Program for Ele-*

<sup>12</sup> A. L. A. School Library Committee, *Directory of School Librarians Members of the A. L. A.* In their *School Library Yearbook*, no. 5, 1932.

*mentary School Library Service*,<sup>13</sup> to which reference has been made, cover these contingencies.

But there are yet other large rural areas where for various reasons schools are now small and isolated and may remain so for some time to come. Here the question becomes one of expediency. What is the maximum which can be provided under the circumstances?<sup>14</sup> A system of classroom or schoolroom deliveries of well-selected books purchased by experts and frequently exchanged through a central office is the best service we can hope for, and also the most economical. Along with this should go teacher-education in the use of books as tools and as the garnish of child leisure.

A word about that much misunderstood person, the school librarian, and we are done. We are happy to agree that "To look at a room without a trained librarian as a library because it contains books is as reasonable as to count a classroom with desks and a blackboard, but without a trained teacher, a school. We shall not progress in children's reading until the importance of the trained librarian is understood." In fact, we think so highly of the services of the librarian that we would urge upon the taxpayer the wisdom of having such a person always available within the school, even at some extra expense. We think the taxpayer will be willing to provide the salary once he understands her value. We believe our school friends will agree with the taxpayer here and sacrifice other school expense first. It is interesting to note in this connection that in the report of the Governor's committee on "Cost of Education in New York State,"<sup>15</sup> 1933, school library service is shown to have been reduced in but six cities and eliminated in but two. Economies were accomplished in other ways.

We again agree when our Washington authors state that it is futile to suggest that inexperienced library school graduates will at once be able to furnish expert library leadership in a school. This is a point worth emphasis. School library work is as yet young, and principals and superintendents frequently expect too much of young librarians who will grow, if given time and encouragement. As long as the field is new and opportunities for school library experience limited, school administrators are apt to stick to teaching experience. This, they feel, will give some assurance that these otherwise inexperienced young people will at least know how to handle children in groups. But we should not fail to overlook here the growth of supervisory work, state and local. Less and less are young school librarians thrown out upon their own resources with no one to turn to for help and counsel.

On the whole, after re-reading Miss Latimer's article on "The Bung and the Spile," we are not at all sure that the school library is any worse off than the children's room from the point of view of inexpe-

<sup>13</sup> Fargo, L. F. *The Program for Elementary School Library Service*. A. L. A., 1930.

<sup>14</sup> See Fargo, L. F. *The Superintendent Makes a Discovery*. A. L. A., 1931.

<sup>15</sup> New York State. Report of the Governor's committee on the costs of public education in the state of New York. New York, 1933.

rienced service. Here is what Miss Latimer has to say:

"We have certain ideas about children's librarians that are at the bottom of much of our trouble in securing recognition for specialization in children's work. One of these ideas is that a young woman just out of a library school is an adequate children's librarian, fitted to take charge of a children's room, able to give the neighborhood in which she works the idea that the library is an educational institution and that she is an expert in children's literature. What other profession would make such a claim on such a slight basis?"<sup>16</sup>

Fortunately, some of the trained children's librarians who, as Miss Latimer laments, are lost to the children's room, find congenial employment in elementary and junior high school libraries and are not thus lost to children as is the case when the process of promotion in the public library takes them out of the children's department.

The space available to us in *THE LIBRARY JOURNAL* is at an end. May we recapitulate?

1. Classroom library service from an outside agency is not the equivalent of organized library service within the school.

2. The modern school demands an integrated program of library service embracing (a) the use of books and libraries as the tools of a continuing education, and (b) the establishment of the habit of reading for pleasure.

3. The cost of collateral book service cannot successfully be compared with that for the organized school library because the services involved are not comparable.

<sup>16</sup> Latimer, L. P. "The Bung and the Spile." *LIBRARY JOURNAL*, 52:135, February 1, 1927.

4. The claim that the cost of the organized school library is "terrific" is a generalization based on insufficient data.

5. Library work should be so developed as to reach *all* children. We need studies to ascertain how many are reached by the children's room. We must recognize that the school library touches all who are in school, and has a better chance to get at the non-reader and the poor reader than has the children's room.

6. While there are many poorly trained librarians in the school, as in the public library, this condition is in the process of solution through pressure from certifying agencies, through supervision, and through the enthusiastic efforts of the librarians themselves.

7. The experience of public libraries shows that the development of school libraries increases the use of public library facilities by school pupils.

8. Rural schools present a particular problem due to scattered population. Not all can hope to have full service, but the consolidated school and the county library are hopeful factors, each of which makes possible the provision of adequate service without undue expense.

9. Economy programs should be approached from the point of view of the value of services rendered and their necessity, educational or otherwise.

10. If the library in the school is generally indispensable to the broad program of education demanded by an age of turmoil and of leisure, both the educator and the taxpayer will look twice before wiping it off the educational map; and the public library will hesitate to destroy an institution which is creating a generation of library users.

### Day Dreams

The sweetest dreams are those we keep apart  
Unto ourselves, and silently hold dear—  
Not grim realities that do appear—  
Just dreams within a recess of the heart.  
Swift as a swallow's wing they sometimes dart  
Along smooth avenues, nor ever fear  
To soar to boundless depths so very near  
To planets' traveled pathway where will start  
Soft music from the harps of happiness  
Which is not marred by doubt or lack of song  
Or mortals striking a discordant note.  
As carefree and unfettered as cares  
From deep sea breeze which gently sends along  
A white-winged sail, our sweet dream musings float.

—From *Colored Leaves*  
By Amy Woodward  
Courtesy Of The Caxton Printers, Ltd.

# A Day's Work Of The Racine, Wisconsin, Public Library

A Survey Made By The Staff Association; Edited By M. Louise Hunt,  
Librarian, And Marie Amna Newberry, Chairman Of Staff Committee

**T**HIS STUDY covers the circulation and information service at the Main Library and the six city branch libraries on a Thursday in February, 1933. The Library serves a city of 67,542 population and rural sections of 18,561. It has 33,486 registered city borrowers (22,103 adult, 11,383 juvenile), 49.5 per cent of the population. The registration period is 5 years for adults, 4 years for children.

On the day studied 2.95 per cent of the city's population, not including illiterates or those under five years of age, used the library. Borrowers living outside the city are not included in this particular computation. Of registered borrowers the percentage is 4.97. In proportion to their registration, the juvenile users reach 6.5 per cent, while the adults are but 4 per cent.

Visitors numbered 1,052 adults and 774 children, or a total of 1,826 persons. The juvenile users, including 349 boys and 425 girls, are from various city schools. Of the 1,052 adults, 297 are also students, 144 are manufacturing or machine workers, and 143 are from the business or clerical fields. One hundred and twenty-four were unemployed<sup>1</sup> at the time of registration. Sixty-eight, in high school when registered, are presumably graduated and in these days it is fairly safe to conclude that they, too, are unemployed. Unemployed because of retirement is true of twenty more. No occupation is recorded for eight others. The professions and trades are about equal, there being ninety-six in the first and ninety-one in the second group. Transportation agencies furnished twenty-five borrowers, personal service seventeen, electrical industries eleven, and public service eight.

Of the thirty-five industrial groups of Racine listed in the 1930 census all but those of (a) Forestry and fishing, (b) Extraction of minerals, and (c) Paper and allied industry are represented among the borrowers. These three groups total but 117. Some occupations represented are: realtors, solderer, green-keeper, blacksmith, surgeon, coremaker, mason, millwright, bookbinder, gateman, steamhammer operator, moulder, draftsman, usher, tailor, patternmaker, musician, social worker, carpenter, freight conductor, chef, shoe finisher, stenographer, masseur, dental manufacturer, lawyer, osteopath, glass worker, handyman, estimator, tinner, export manager, lithographer, proof-reader, plumber, bull dozer and steeple-jack. Location of borrowers on a city map shows every ward well represented.

<sup>1</sup> Those are counted unemployed who so stated at the time of registration. Many who were employed at the time of registration doubtless were unemployed the day of this study.

One hundred and forty came to the library for help in getting information. Some of these also borrowed books as did the remaining 1,686. The total number of books, magazines and pictures lent was 3,672.

Of the 1,052 adult users, 416 took one book or magazine, 274 took two items, 197 took three items, eighty-four four items, and but seventy-seven took more than five. The average number of books drawn by adult readers was 2.28. Juvenile borrowers are limited to two books and two periodicals, but only two availed themselves of the entire four. Thirteen others took three and 759 were content with one or two. On the juvenile readers' cards the average number of books charged was 1.52.

As to the type of books, fiction made up 62 per cent of the total. "Easy books" constituted 7 per cent more, and the other 31 per cent was divided among the various classes, with literature, the social sciences, biography, periodicals, travel, history, applied arts, fine arts and foreign books ranging from 5.5 per cent to 1.3 per cent. Under 1 per cent each came philosophy, theoretical science, pamphlets not divided by subject, religion, language, and lastly, books and reading, and journalism. About two-thirds of the adult fiction printed in English was undoubtedly recreational reading, being composed of love and romance, western, northern, adventure, detective and mystery novels. In the remaining third, it is encouraging to observe that the novels of literary distinction, both in English and in translation, are in the lead. Historical novels, the classics either translated into or written in English, short stories, novels of character or biography, follow, each with more than fifty volumes. Novels dealing with social problems, humor and satire, world war, animals, school and college, and novels of the sea range from thirty-nine to eighteen volumes each.

Authors of whose books five or more titles were borrowed are Buchan, Davis, Day, De La Pasture, Dickens, Erskine, Fox, Galsworthy, Hurst, Kennedy, Ogden, Porter, and Train. While Zane Grey led with the most copies, there were twelve by Tarkington, eight by Doyle, six by Cather, six by Hawthorne, and six by Stevenson. Of the translations, Dumas had four titles, Balzac and Dostoyevsky each three.

## Philosophy

In the 100's, the active interest of the reading public was in the subjects of happiness, success, and personal improvement. Over 38 per cent of the books were on ethics. A woman bookkeeper drew

Dark's *How to Enjoy Life*, a dental assistant took Phelps' *Happiness*, and a moulder from a foundry read *Making Life Worth While* by Fairbanks. Other similar titles were Trine's *In Tune With the Infinite*, Marden's *Making Yourself*, Babson's *What Is Success?*, Morgan's *Making the Most of Your Life*, and the inevitable *Life Begins at Forty* by Pitkin. This interest in the conduct of life is not confined to adults, for an eleventh grade boy borrowed Clark's *High School Boy and His Problems* and a recent high school graduate took *The Young Folks' Book of Ideals* by Forbush. The only juvenile book from this class was *Everyday Manners* by Wilson, taken by a teacher. An unemployed man borrowed *How to Stay Married* by Gibbs and Dorsey's *Hows and Whys of Human Behavior*.

The last book is classified in psychology, the section second in popularity. General psychology and mental hygiene composed slightly over 32 per cent of the circulation of 100's. People from many walks of life are represented among the borrowers. Some typical books and readers are: Burton's *Anatomy of Melancholy* taken by an electrical engineer; Webb's *Strategy in Handling People* lent to an unemployed woman; *The Mastery of Fear* by Walsh drawn by the wife of a grocer; Ogden's *The Meaning of Psychology* borrowed by a laborer. *Psycho-Analysis and Education* by Low was lent to a teacher, and the wife of a certified public accountant took Pierce's *Mobilizing of the Mid-Brain*, Smith's *General Psychology in Terms of Behavior*, and Wundt's *Principles of Physiological Psychology*.

Volumes borrowed from other sections included Lewis' *Mansions of the Soul*, drawn by a chemist; Wilcox's *New Thought*, by a machinist; St. Hill's *The Book of the Hand* by a multigraph operator. Two borrowers were interested in spiritualism and another in dreams. *Living Philosophies*, the one true philosophy book in the day's circulation, was drawn by a printer.

The only reference question on a subject included in this class was on prohibition and came from a senior high school girl.

#### Religion

Four adult readers were interested in mythology or the history of non-Christian religions, a timekeeper employed by a railroad borrowing *This Believing World* by Browne; a timekeeper in a factory *The Hindu View of Life* by Rādhā-krishnan; the wife of a railroad man *The Story of Confucius* by Brown; and the wife of a mechanic Murray's *Manual of Mythology*. A machinist selected Rutherford's *Deliverance* while a factory worker took *The Aquarian Gospel of Jesus the Christ* by Dowling, a realtor selected *How We Got Our Bible* by Smyth, the wife of a factory manager chose two books on Christian Science and an unemployed man took *Will America Become Catholic?* by Moore.

The juvenile books in this class were books of mythology, six of which were on classical myths by Sabin, a Wisconsin author. The seventh was Hawthorne's *Wonder Book*.

The five reference questions were varied in kind.

The wife of an attorney asked to have checked a list of books given by a Catholic Woman's Club speaker. A farmer's wife wished a suitable story for a church birthday. The other three questions came from senior high school girls.

#### Sociology

Books in every main division of the social sciences were borrowed from the adult collection except statistics. Nearly one-third of the total was drawn from the economics group. Government and education came next in popularity and together formed fully another third. Next place is fairly evenly contested by "stamps," "parliamentary practice" and "etiquette."

Of the books on economics Tawney's *Aquisitive Society* was borrowed by a young man presumably unemployed. A toolmaker took *Russia After Ten Years*, by the American Trade Union Delegation to the Soviet Union; a factory worker selected *How the Soviets Work* by Brailsford in addition to Nearing's *The Economic Organization of the Soviet Union*; a salesman borrowed *The J. B. C. of Exhibit Planning* by Routzahn. *Economic History of the United States* by Bogart was chosen by a timekeeper; a salesman took *Some Folks Won't Work* by Calkins and a shipping clerk requested *Wages* by Dobb and *A Living Wage* by Ryan. A carpenter borrowed Hoar's *Unemployment Insurance in Wisconsin, Too Much Government* by Wood and *Rights of Man* by Paine; a machinist *Stock and Produce Exchanges* by Atwood, *Psychology of the Stock Market* by Selden, and Tarbell's *The History of the Standard Oil Company*; the wife of a machine repairer *Hazards and Hazards* by Norris; an estimator *The Land Question, A Perplexed Philosopher and Protection or Free Trade*, all by Henry George. A ninth grade student came for *Conservation in the Department of the Interior* by Wilbur and Van Hise's *Conservation of Our National Resources*; a college student for Jensen's *Property Taxation in the United States*; and a tinner for *The Place of Agriculture in American Life* by Gee.

Most of the educational books drawn related to vocational guidance and were taken by students or teachers. A high school student also borrowed *How to Succeed in College* by Book; another student *How to Be Interesting* by Rogers; a woodworker *"Tisn't What You Know, But Are You Intelligent?* by Haggard and a social worker *Religious Education in the Family* by Cope.

Of the books on government a foreman drew *Spy and Counter-Spy* by Rowan, *Pioneers of Justice* by Liggett and *Triumphs of Detection* by Dilnot. Copies of the last book were also borrowed by a factory foreman and a tester. A teacher took Haskin's *The American Government* and students drew Beard's *American Government and Politics, Essentials of Civics* by Kinsman, two copies of *The Other Side of Government* by Lawrence and *The Story of Uncle Sam's Money* by Woods.

Three books on parliamentary practice and two on the organization and management of clubs appealed to two young women and a clerk borrowed *Insurance by Mudgett* and *What Life Insurance Is and What It Does* by Alexander. A teacher took *Your Money's*

*Worth* by Stuart Chase. A radio worker borrowed a book on stamps and stamp collecting; a teacher three such books. A book on etiquette was taken by a clerk, by a high school student and by the wife of a police officer. A foreman's wife borrowed two books of folklore—*The Indian Fairy Book* by Schoolcraft and *Silver Arrow* by Reed.

Adult borrowers took from the Children's Department thirteen books of fairy tales and a copy of Bryant's *Stories to Tell to Children*.

The adult information service in these subjects totaled twenty-three questions of which seven were asked by grown people and sixteen by high school students. A salesman came for suggestions for planning a booth at a food show; a sheet metal worker sought the origin of tattooing; a payroll clerk requested a list of legal holidays in the United States; a housekeeper wished to identify a picture; an unemployed young woman and a library assistant each had a question concerning parliamentary practice; an unemployed man wanted information about societies promoting world unity. Of the sixteen questions on which information was sought by senior high school and ninth grade students three related to the United States Congress and bills before the Congress and one each to the Eighteenth Amendment, the Interstate Commerce Commission, the Wisconsin legislature, the history of education in the United States, conservation of soil, rural police, the British parliament, Tuskegee Institute, and parliamentary law. Two ninth grade boys sought information about colleges and a ninth grade girl requested material for a debate on child labor. One eighth grade girl wished a cartoon on inflation; another material on the organization of the United States government.

An issue of *Social Science* is the only magazine borrowed classed in the 300's although many of the general magazines may have been used for articles on such subjects.

#### Natural Science and Useful Arts

On this day no one interested in the study of fossils or other paleontological subjects appeared but every other type of theoretical science found readers. The adults had wider interests, drawing books from seven of the groups, while the juvenile readers drew books from but four. Nine occupations, students and the unemployed are represented among the adult borrowers reading science.

An unemployed man read Russell's *The A B C of Relativity*; an assembler Thomson's *Outline of Science*; a machinist Harwood's *New Creations in Plant Life*; a farmer Hornaday's *Taxidermy and Zoological Collecting*; a gas fitter Martin's *Physical Geography of Wisconsin*; an art student Duncan's *Astronomy*; a salesman Hobb's *Practical Mathematics*; and a cutter *Amateur Telescope Making*. Zoology, including animal stories, was particularly popular among children and 66 per cent of the juvenile science books circulated fell in this group. Next in interest appeal came birds, then early man, then electricity and finally chemistry.

Every group in applied science was represented either in adult or juvenile circulation by from two

to twenty-four books and five pamphlets, each one on a different subject, were also circulated. The adult books were three times as many as the juvenile and whereas in the juvenile circulation the emphasis fell on the books telling how to make things and animal books dealing with pets and trapping, in the adult circulation the emphasis fell rather on engineering, health, and communication and commerce, including radio books, business letters, advertising, etc. There were twenty occupations represented and also students in junior high, senior high, and vocational schools, high school graduates presumably without work, and the definitely unemployed.

What were these unemployed and presumably unemployed reading? *The International Library of Technology*, Henley's *Twentieth Century Formulas*, Herrick's *Brains of Rats and Men*, Dougherty's *Fire*, Worcester's *Christian Religion As a Healing Power*, Worcester's *Body, Mind and Spirit*, Young's *Elements of Mining, Automobile Engineer*, Tomhave's *Meats and Meat Products*, Gunn's *Table Service and Decoration*, Milton's *A Course in Wood Turning*, and Newell's *Coloring, Finishing and Painting Wood*.

Teachers read Williams' *Personal Hygiene*, Hammond's *Engineer*, and borrowed supplementary readers for class work. A salesman investigated Webster's *Concerning Osteopathy*; Fuller's *The Story of Drugs*

CIRCULATION OFFICIALLY RECORDED*				
Class	Adult	Juvenile	Total	Per-centages
000	2	0	2	.06
100	32	1	33	.90
200	9	7	16	.43
300	69	88	157	4.28
400	3	0	3	.08
500	12	18	30	.81
600	50	23	73	1.99
700	52	11	63	1.71
800	165	37	202	5.50
900	34	59	93	2.53
910	56	53	109	2.97
920	98	56	154	4.20
Periodicals	90	42	132	3.60
Pamphlets	15	5	20	.55
Total Non-Fiction	687	400	1087	
Easies	0	257	257	7.00
Fiction	1600	679	2279	62.09
Bohemian	1	0	1	
Danish-Norwegian	4	0	4	
French	1	0	1	1.30
German	23	0	23	
Italian	6	0	6	
Polish	13	0	13	
Total	2335	1336	3671	100
Pictures	1	0	1	
Reference Questions	83	57	140	

\* Due to failure to copy some of the renewals telephoned on the day and the necessity for filing the circulation for use before being able to check entirely with cards copied for the study the total circulation used as a basis for study is 3 per cent less than the total officially recorded for the day.

attracted a musician; vocational school students used *Automobile Engineering*, Fales' *Dressmaking*, a Cornell University Bulletin for Homemakers, Deffendall's *Actual Business English and Correspondence*, and Marcoux's *Business Correspondence*. Junior or senior high school students chose Blanchard's *My Automobile*, Quick's *Automotive Electrical Repair Manual*, Opdycke's *Commercial Letters*, Graham's *Audels Radiomans Guide*, Overton's *Health Officer*, Dicker- man's *Refrigeration*, Jones' *An Alphabet of Aviation*, Wakeling's *Home Workshop Manual*, and *Boy Mechanic*. A machinist used Hiscox's *Mechanical Movements*, a tool and die maker consulted Degler's *Internal-Combustion Engines*, an airplane and engine mechanic read *The Aircraft Year Book*, a farmer looked into the United States Animal Industry publication *Diseases of the Horse*, a kitchen worker at a country club borrowed Kander's *The Settlement Cook Book*, a radio worker used *Radio Instruments* published by the United States Bureau of Standards, a bookkeeper selected Link's *The New Psychology of Selling and Advertising*, a buyer for an electric company chose Wilhelm's *The Book of Metals* and a tanning employee took Arnold's *Hides and Skins*. A farmer examined Stanley's *Punches and Dies*; assemblers used Kneen's *Everyman's Book of Flying*, Lewis' *Productive Poultry Husbandry*, and *You Can Make It*; a radio worker borrowed a pamphlet on *Automobilina*; a grinder Consoliver's *Automotive Electricity*; a tester Collins' *Radio Amateur's Hand Book*; a ma-

chinist Lute's *A Home of Your Own* and Gardner's *Effective Business Letters*; a library page Hall's *Home-Made Games*; an electrical contractor Gillmore's *Meatless Cookery*; a shipping clerk Hall's *Three Acres and Liberty* and Ashbrook's *Rabbits for Food and Fur*; a clerk Warren's *Elements of Agriculture*; a plumber Green's *Vegetable Gardening* and Jones' *The Vegetable Industry*. A pamphlet on *Diseases of the Dog* was lent to the wife of a battery man who had asked the reference department for something on eczema in dogs.

Some of the reference questions covered barometers, cotton, drafting garment patterns, processes of the construction of shoes, lumbering, wood turning, radium, refrigeration, nursing and health, where to send in Washington for information concerning copyright, and the address of a laboratory publishing the book borrowed. Many questions dealt with phases of engineering—automobile ignition, automobile repairing, batteries, gas engines, midget cars, electric wiring and marine engineering as a vocation. A clerk asked for sheep raising and for pruning. An automobile mechanic wanted bread making and pastries. A carpenter wanted bird houses.

#### Information Service

The information service was called upon 140 times, with the largest number of questions coming from the junior high school group. Three branches are in junior high school buildings. Next in order came ques-

CIRCULATION USED AS BASIS OF STUDY

Class	Adult Books to Adult Readers	Adult Books to Juvenile Readers	Total Adult	Juvenile Books to Juvenile Readers	Juvenile Books to Adult Readers	Total Juvenile	Grand Total
000	2	0	2	0	0	0	2
100	30	0	30	0	1	1	31
200	10	0	10	6	1	7	16
300	69	1	70	67	13	80	150
400	3	0	3	0	0	0	3
500	11	1	12	16	2	18	30
600	47	4	51	17	6	23	74
700	51	4	55	5	6	11	66
800	138	3	141	32	2	34	175
900	31	1	32	34	24	57	89
910	49	2	56	36	10	46	102
920	66	2	73	43	11	54	127
Periodicals	83	2	90	38	1	39	129
Pamphlets	18	0	18	0	0	0	18
Total Non-Fiction	608	35	643	294	76	370	1013
Easies	0	0	0	191	41	232	232
Fiction	1549	29	1578	592	86	678	2256
Bohemian	1	0	1	0	0	0	1
Danish-Norwegian	4	0	4	0	0	0	4
French	1	0	1	0	0	0	1
German	23	0	23	0	0	0	23
Italian	6	0	6	0	0	0	6
Polish	13	0	13	0	0	0	13
Total	2205	64	2269	1077	203	1280	3549
Pictures	1		1				1
Reference Questions			83			57	140

tions from the employer and employee group, senior high, elementary school and the unemployed. The educational system was responsible for 69 per cent of the reference questions. The inquiries quite closely followed the curriculum—from a story of George Washington suitable for a first grade child to international relations from a religious point of view.

The largest number of questions dealt with social science, including government, closely followed by science. In the two groups combined, two-thirds of the questions were asked by adults. Next in order came literature, history and travel while art and biography tied for next place. Those on biography were asked by juvenile readers as were most of the travel questions.

Twenty-two per cent of the reference questions were asked by employers and employees, nearly all representing different occupations. The list follows: proprietor of a printing shop, carpenter and contractor, wife of a meat dealer, attorney, farmer, battery employee, teacher, usher, battery man, grinder, automobile mechanic, assembler, salesman, sheet metal worker, writer, two librarians, two tool makers, three housewives, three clerks, and two whose occupations

are unknown. The wife of a physician asked two questions. Thirty-four who were not registered borrowers used this service—25 per cent of the inquirers.

Similar studies have been made for the other D.C. classes and for periodicals and books in foreign languages. The data is being rearranged to show other facts.

#### Conclusion

It is, of course, impossible to generalize from one day's work but the study as presented indicates that a surprisingly large proportion (2.95 per cent) of the potential reading public and a larger percentage (4.97 per cent) of the library's registered borrowers used the library in one day; that citizens who are not registered used the information service; that every occupation, save three minor ones, listed for Racine in the 1930 federal census was represented by the day's borrowers; that vocation is by no means a sure guide to the reading taste of individuals; that not only books in every main division of the D.C. but also in nearly all major subdivisions were used; and that the unlimited number of books allowed to adult borrowers is not abused.

#### In A Library

(For T. Wilson Hedley, Of *The Old Mercantile, Philadelphia*)

Boards, levant, and paper books,  
And imitation leather,  
Numbered, signed and boxed de luxe,  
Fraternize together;  
Slim tall tomes in overcoats  
Smooth and sleek and splendid;  
Crippled books by dog-eared books  
Gallantly defended.  
Here and there collectors' items,  
Stern, aloof and haughty,  
Made absurd with shoulders rubbed  
By trifles gay and naughty;  
Friends in somber cloth, or robed  
Bright as cardinal birds,  
Everyone a messenger  
Of words, words, words.  
Midnight oil poured hopefully  
Into each its making—  
Oil to set the Thames ablaze,  
Oil to ease heartbreak;  
First fruits of a poet's young  
Dream that knew no second,  
Slender sheaf whose gardener  
Died before Fame beckoned.  
Little brothers, books who line  
Shelf on shelf about us,  
Life were drab without you, nor  
Could you survive without us.  
All who write you, all who read,  
Quiet in dusty nooks,  
Know we have not truer friends  
Than books, these books.

—From *Poems, 1930-1933*

By Benjamin Musser

Courtesy Of The Caxton Printers, Ltd.

# Everybody's Business



"It is not the scientific, social and educational services of the nation that create the real tax burden that bends the American back; and yet, throughout the nation, we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus. We trim down our support of social services and regulatory bureaus. We squeeze education. We fire visiting nurses. We starve libraries. We drastically reduce hospital staffs. And we call this economy, and actually think we are intelligent in calling it that."

—GLENN FRANK, *New York State Education*, November, 1933.

"As never before libraries are a factor in the daily life and welfare of the people and the community, and often a bulwark against misfortune. Adult education, recreation, leisure-time occupation and means of further education are not today academic subjects, nor do they engage the attention of the welfare worker and educator alone. They are living and vital problems of the people at large and the immediate concern of the community, state and nation, so that the peace and happiness of the people may survive second only to the feeding, housing and clothing of the destitute and re-employment of the unemployed. Libraries are the keystones of the great part of this work."

—SARAH B. ASKEW in "Our Public Libraries and the New Deal" from *Recreation*, January, 1934.

"Give a child books, then teach him how to use the library, and whether he has books of his own or not, take him to see the books which are written and illustrated for children, and which will remain in his mind as an educational asset. Teaching the use of the library at an early age is perhaps one of the most valuable things we can do for a small child today."

—MRS. FRANKLIN D. ROOSEVELT in *It's Up To The Women*.

"I would place this development of an appreciation of things spiritual at the top, or near the top, of my list of the sweeter uses of adversity. Near to it you would find the exchange of permanent, and what I can only call the psychic satisfactions of life, for the temporary and material. We have become regular visitors at the public library. Each week the four of us return home with armfuls of books of every kind. Latest novels and old classics; books on

gardening and books on religion; books on how to raise goldfish and how to repair automobiles. All are grist to our mill. And I have been digging into some of the old-timers on my own shelves. Montaigne, Euripides, Ruskin and Dickens have provided plenty of mental food when meat and potatoes were somewhat scarce."

—From "Hard Times Hit A Family," By B. GORDON BYRON in *Survey Graphic*, Dec., 1933.

"Today in theory if not everywhere in practise, all the world man lives in is man's charge. To his glory and his danger he is free. To be worthy of his freedom he must make a right use of libraries."

—ARUNDELL ESDALE  
Secretary of the British Museum.

"The richest asset and the final support of the state is the citizen. The best conservation is his continual growth in mental power, character, and civic spirit. Public libraries are essential to a democratic state because reading and study promote these great ends. Libraries provide generous opportunities to all for richer understanding of contemporary life, for mastery of circumstance, and for greater social and civic usefulness."

—HERBERT H. LEHMAN,  
*Governor of New York*.

"The public library as an educational and recreational institution tries to meet a situation which has unbalanced the country. If the idle worker has a place to spend his time in improvement, looking toward his future employment—and at no cost—the library is the right spot. If the business man gets even one idea to put his project on its feet, the library has given him aid. If the discouraged have found some solace, spiritual or otherwise, in books, Heaven be praised! If the countless questions that a librarian answers every day help the world in general, the library has truly served. But its work is quiet and inconspicuous—even secretive. It does not get the publicity of other secretive organizations, however. We may even admit that the library might become more popular if it sometimes left its dignified pedestal. The bright side of inflated library service in a deflated community is an inner feeling that the library is proving its great point of usefulness in spite of its minimum rations."

—Excerpt from a radio talk by M. MARGARET KAHL, of the New York City Municipal Reference Library, November 13, 1933.

# THE LIBRARY JOURNAL

February 1, 1934

## Editorial Forum

### A Case For The Educator

THE BATTLE BETWEEN school and public library seems to be on again. Every so often a fresh campaign

or skirmish occurs. I do not know just what the periodicity or life cycle of the germ may be, but I do know that the battle has raged in New York State since at least 1827, when Governor De Witt Clinton suggested that:



WE DO OUR PART

"Small and suitable collections of books and maps attached to our common schools are worthy of our attention. When it is understood that objects of this description enter into the very formation of our characters, control our destinies through life, protect the freedom and advance the glory of our country . . . let it be our pride, as it is our duty, to spare no exertion and to shrink from no expense in the promotion of a cause consecrated by religion and enjoined by patriotism."

Governor Clinton was a champion of public libraries but he believed the school should control and administer these adult free libraries and for some sixty years, or until the coming of Melvil Dewey, the public libraries of New York State were for the most part mere adjuncts to the 12,000 or more schools of the State. The plan after a remarkable early success, failed simply because the public libraries were necessarily very minor interests in the minds of school men and school trustees. To my mind the question is pertinent as to whether a similar library catastrophe will not develop in any system where public librarians control the administration of school libraries.

Few librarians are capable of an impartial viewpoint on this question. Public librarians are dazed by the prospects of immense additions to their circulation records achieved at nominal cost and little effort. I believe my own attitude to be as nearly unbiased as is possible, as my office has equal obligations to promote the best interests of both school and public libraries.

This problem has been before the Library Extension Division of the New York State Education Department many times and has been fought out before the Legislature when legislation was considered aiming to relieve city schools of their obligation to supply adequate library service as an essential part of a minimum program of school work.

The strong sentiment among the educational leaders and among the majority of the school principals—

as brought out by that proposed change in the State's library policy—is against the proxy plan of school library service furnished by public libraries. Their objections are chiefly two. First, they believe such public library service to be utterly inadequate, and second, they desire complete and direct control of the entire school plant and program. They view the school library as an essential instrument of good instruction, and sometimes even as the heart of the school, and they have no intention of entrusting to an outside organization the stimulation or soothing of its heart-beats.

While it is well to plan carefully to meet the critical financial needs of the present emergency, the recent supreme court decision on the Minnesota moratorium should remind us of the temporary and transitory nature of the ills we now suffer and the folly of basing a permanent program on makeshifts and substitutes. Let us keep our sense of proportion and judge the problem fairly from the standpoint of normal economic, financial and social conditions. Judged thus, the inquiry resolves itself into the question as to whether adequate book and library service can best be furnished the entire school by the school or by the public library.

No complete and final answer is yet possible. The fact is that excellent school library service is being provided by certain outstanding public libraries. In other communities many school libraries which are integral parts of school systems render equally outstanding service. Does this mean that this matter of administration has little or nothing to do with the effectiveness of the work? Perhaps it does or perhaps our data are not complete enough to allow a final answer. There are, at any rate, certain important factors which will largely determine the outcome. Among these are:

1. Training and skill of the library staff. With infinitely better opportunities to secure efficient librarians through certification requirements, higher levels of pay and shorter work day, work week and work year, the school libraries will soon be getting the cream of the output of the best library schools. In some states this is already true.

2. Adequate specialized book collection. No public library can afford to furnish the number and variety of books needed by the school system. Neither is there any economy in their doing so. Classroom collections, exchange of books between schools, traveling libraries, all these devices can be and are used in city school library systems as efficiently as in the public library. And these plans for providing constantly changing collections to the classrooms are not to be regarded as comprising genuine and complete school library service.

3. Knowledge and close contact with all the school children in their studies, activities, avocations and reading experiences is only possible in the school library plan. A modern school library touches the life of the school boys and girls at a dozen vital points to every one reached by the public library.

4. The school librarian is a teacher in a teaching institution. Intimate and continued contact on

equal terms with the entire teaching and administrative staff of the school is essential to success. This is easily possible for a school library system but almost impossible for a public library.

The public library should not be expected to assume any of the legitimate costs of public school education. The school library should not assume or limit any of the functions of the public library of supplying free reading matter to the public at large.

These limits if properly observed suggest a *modus vivendi* and an *ars cooperandi* for both. The school will not buy or circulate "children's books" which have no direct relation to the course of study or to school activities. These will be furnished by the public library either through its own branches and stations or partly through loans and deposits in or near the school. Story hours, book week observances, vacation reading, children's book clubs, hobbies and similar features of library work with children will be carried on cooperatively by both school and public library in a well developed plan, with an eye single to the welfare and development of all the children of the city.

Misses Clark and Latimer wisely suggest as the root difficulty of the school library plan, that:

"School men not mindful of what librarianship involves and what is necessary to make a library effective, are likely to be satisfied with untrained librarians and such aggregations of books as various studies indicate are now prevalent in school libraries."

Public library trustees, ignorant of the same essentials, often make similar mistakes in selecting the public library staff and even librarians make mistakes in book selection.

The model school library list known as the *Standard Catalog for High School Libraries* has determined in large measure the collections of multitudes of high school libraries. Is it such "aggregations" of books that the authors have in mind in their wholesale and undiscriminating condemnation? Is it obvious that a children's librarian is a better judge of what constitutes a good school library book collection than is an expert educator? I think a case might be made out for the school men.

Specialized library school training for school librarians, compulsory certification, and proper city, district, county and state supervision of school libraries all tend to secure the best talent and training available for school libraries.

—FRANK L. TOLMAN

### Books For The Popular Audience

WHEN EDUCATORS and librarians began to take up the problem of the place of books in the new leisure programs of the country, they had to face again the question of what books can best be included in reading lists intended for wide popular use and for the non-habitual book reader. If such reading programs were to reach wide popular audiences, the books recommended must be selected specifically for the popular audience, not for adults used to finding their way about among books.

The list making problem has now been taken up in a national way by G. F. Zook, U. S. Commissioner

of Education, Carl H. Milam, Executive Secretary of the American Library Association, and Morse A. Cartwright, Secretary of the American Association for Adult Education. The need of a new type of book list was discussed at the October Convention of the American Library Association at which Mr. Zook was a guest, and funds were found as promptly as possible for underwriting a fresh study of reading from this new leisure point of view.

By December, Doris Hoit of the New York Public Library's Circulation Department had been assigned to the work with the assistance of Allen Churchill, who has been doing general research and special manuscript reading for Bobbs-Merrill, and Lillian Stein, a recent graduate of the Columbia Library School. This committee was provided with a tentative list of the subjects which it would be desirable to cover. All available book lists were analyzed and the books found on such lists were brought together at the New York Public Library and restudied from the point of view of the new national program. By the first of March there will be ready a list of approximately 500 "readable books." Included will be, for example, books of general vocational and cultural character including biography, travel and history, books on labor problems, money, taxation; books on psychology, on farming, foods, home nursing; on interior decoration, commercial art, gardening, music, nature study; on letter writing, games and sports, public speaking, etc. Only books in print will be included and preferably books of so general an appeal that they will be likely to be found available in the average public library or bookstore.

The exact plans for the distribution of the list has not been decided on. It is possible that this will be a government contribution.

Such a wide broadcasting of such a list will give libraries immediate reason for checking its titles and should result in a quick demand for the books included. Bookstores will see the opportunity of gathering collections of books in the list for display, thus backing up the leisure programs of the communities which they serve. Publishers will have reason for studying the list to see when gaps show up indicating the need of new volumes yet to be written.

### Forthcoming Issues

THE LEADING ARTICLE in the February 15 issue will be "The Junior College and Its Books", by M. L. Raney, Director of the University of Chicago Libraries. This will be the first of two papers by Dr. Raney; the second, scheduled for either the March 1 or April 1 issues will be entitled "The New College Plan at the University of Chicago, and Its Library". These two papers will present the substance of a paper read before the Junior College Libraries Round Table of the A.L.A. at Chicago, completely recast throughout especially for THE LIBRARY JOURNAL.

Besides other articles scheduled for the February 15 issue there will be a bibliography of current travel books (1933-1934), and a list of posters and pamphlet material available from travel agencies.

## The Open Round Table

### A Library In Every School Would Be Worth Every Cent It Cost

THE MENACE of school libraries to the nation has again been discovered, this time by two members of Mr. Bowerman's staff in the Public Library in Washington, D. C. In the January 1 issue of *THE LIBRARY JOURNAL* they have made an appeal to the taxpayers to abolish the evil.

Since 1903 these attacks have been periodic and harmless but this one comes at the very moment when all the real educators in the world are convinced that a library—a working laboratory of books in a school—is the most essential part—the heart of such an organization.

The Washington attack which surely is not altogether prompted by disinterestedness or anxiety for the public weal, would not be worth answering if it did not come at a time when Mr. and Mrs. Taxpayer are grasping at every straw and scanning the waves for help of any kind. This article which I fear not many tired taxpayers would ordinarily wade through—any more than they will read the various retorts—seems to furnish in its headings, figures and conclusions a little ammunition to that poorly informed person who sometimes says: "Why a school library? Let the children go to the public library for their books."

And the answer to this is: "They do go to the public libraries in hordes after they have learned the mechanics of reading in the public schools and have had a taste for books inculcated by teachers who are provided with something in the book line besides sets of readers."

The place to reach all of the children of all of the people, if it is desired to make public library patrons, is obviously the public school. Washington recognizes this fact and would like entire charge of the field.

Must the public school, however, be stripped of a collection of attractive books for reading and reference, for supplementing the courses of study, arousing interest in a thousand and one subjects, creating a hunger for something besides the tabloids, simply because the public librarian does not have jurisdiction over its selection and administration? What difference does it make whether a reader and library patron be made by a devoted teacher or a trained librarian so long as some one does it?

Excellent plans of cooperation between schools and public libraries are working all over the country. In Washington, D. C., classroom libraries are sent to elementary and junior high schools by the public library. According to the table on page 11 of the *LJ* article, \$6800. worth

This Department is open for discussion on all library affairs.

of books are used for 175 schools. Do the critics of school libraries mean to imply that this is adequate service for this number of schools, or that because the \$6800. worth of books is owned by the public library and transported several times a year from library to school, this is less strain on the taxpayer than if the said class libraries were owned by the schools and taken care of in the schools by a competent school librarian?

Furthermore, does anyone think that a progressive school of today above the primary grade can do without a library room equipped with as many books as possible of all kinds, where the pupil may "find it out for himself" or fulfill a contract, after he has had regular lessons in the use of the ordinary tools of information?

Classroom libraries are good as far as they go but they do not take the place of a central collection in charge of a trained librarian or a teacher devoted to library work, who has fitted herself by courses in library administration and children's literature to carry on this work.

The taxpayer throughout the country is not going to be outraged by extravagance in providing good books either for schools or public library. Just at present the indications are that he is out for the worthies who have continuously profited by the wild orgies of spending for buildings and equipment. And who were responsible for this if not the dear taxpayers themselves? Every last one of them voted for better and bigger school buildings and town halls and community houses at all the crossroads of the U.S.A. But when it came to providing biographies of Abraham Lincoln or other books of inspiration for boys and girls, they economized on book funds.

The statistics in the Washington article are misleading, inaccurate and of no value. The per capita costs quoted by the authors are ostensibly for elementary and junior high schools only, yet the figures alleged to have been taken from Miss Fargo's book are chiefly for high schools—the most expensive item! In figuring costs of operating classroom libraries by the public library, no allowance is made for teachers who act as librarians. The taxpayer is paying their salaries just the same.

The per capita cost of \$6.07 for elementary and junior high school libraries is ridiculous. How the figures are arrived at is a mystery. Again, the table of relative costs on page 11 of the article shows what is being done by the District of Columbia Public Library in 175 schools, and

what might be done in the same schools if comparable service were extended to all, that is, if \$63,000. worth of books were used instead of \$6800. worth, and if \$305,500. were spent in salaries instead of \$15,000. Do the authors mean to imply that if the service were extended and the extra books and librarians provided by the Public Library, they could do all this for less than the schools or the Board of Education? If the schools owned the \$6800. worth of books and had \$15,000. to spend for salaries, just where would the dear taxpayer lose out? Only in the advantage of having the trained ability of the public librarian in book selection. Such advice is cheap. There are excellent lists and many school departments in many states have their own.

The article is a rather sad attempt to show that the public library assistant is the only person fit to select books for use in schools. We resent this because the schools do have a few very intelligent teachers and principals not to mention many trained librarians.

The Regents of the State of New York require adequate libraries and trained librarians for all high schools and junior high schools admitted to the University and chartered. No library—no charter. They encourage libraries in every elementary school and cooperate with all public libraries, museums, etc. So as long as the present State law remains in effect we shall have school libraries in New York State.

After all, the public libraries were not created for children alone, and their directors have displayed no willingness to let them become mere school annexes. In small towns or cities with one school and one public library, sometimes adequate combined service can be worked out. In large cities the public library with all its branches and book collections can accommodate but a small percentage of the city's school children. If all the pupils of one large school used the nearest library branch systematically and every class of the school had a library period of from forty minutes to one hour a week at the library building, that particular library branch could do practically nothing but attend to its school patrons. This is not the function of the public library. It is a community affair in the first place and cannot devote all of its time and resources to one public school when it has adult readers to attend to, and further, a group of six or eight schools in the vicinity with equal rights to attention.

The plan of cooperation between public school and public library now in use in New York City is a very

successful one. Aside from the traveling libraries, book wagon and various other forms of helpfulness to schools at a distance from a branch library, it calls for the sending of classes with teachers to library branches at such times as the library can arrange to take them. This work which was started thirty years ago by Edwin W. Gaillard, has of late years been carried on most successfully by Miss Mabel Williams and her able assistants. The schools would be infinitely poorer without the visits and help of this department of the public library, but the public library has never offered to maintain forty-five libraries in high schools, sixty-four in junior high schools and one hundred and sixty in elementary schools for less money than the Board of Education spends for books and librarians.

A recent development of the school library in one section of this city is interesting in this connection. There is an arrangement between the Board of Education and one of the public libraries allowing the latter institution to equip a room in a public school building with shelves, tables, chairs, etc., for a school library, install a fine book collection and send a trained librarian from the public library staff to administer it, under the direction of the Board of Education and the school principal. As the public library and the school are both supported by the city, can any taxpayer discover how the city saves money by this arrangement, excellent as it is? The Board of Education has repeatedly requested money from the city to establish this kind of library service itself. While rooms and books to a limited extent have been furnished, a trained librarian has never been granted an elementary school. Refusing the Board of Education on one hand, the city grants the trained librarian to the public library on the other hand, and it in turn passes on said trained librarian to the Board of Education, and every one is happy.

One of the principles of the New Deal as recently expressed by the President is "a larger and richer life for all our citizens." Surely school and library will both fit into this program without conflicting interests.

With the present concern over the employment of leisure time, essentials in any part of the educational or cultural field are seemingly in no grave danger—least of all the most essential part of a progressive school—a library. To strip a school of everything but textbooks and dictionaries, or to attempt to replace the up-to-date central library collection under a trained person with classroom libraries is a long step backward.

C. G. LELAND,  
Superintendent of Libraries,  
Board of Education,  
New York City

## View Point Of A Grade Teacher

I WAS very much surprised in looking over the January 1, 1934 issue of THE LIBRARY JOURNAL to find the publication of an article by Charlotte H. Clark and Louise P. Latimer attacking the library in the public school.

I am a teacher in the fifth grade of the Wilmington, Delaware, Public Schools and have found that the library in our school building has aided the children materially since its installation three years ago. For sometime the teachers of Wilmington have been revising the curriculum in the Social Studies and last September the new course of study was put into practice. At that time a large collection of books was placed in my room for the teaching of the Social Studies but there are many instances occurring daily when the information necessary in the successful teaching of these studies must be supplemented by other material than that found in our classroom collection and we at once turn to the school library for help. To us, it is a vital thing, standing ready to help in any emergency. The children have definite periods of study given over to the solving of different problems which require much research work and it is an uncommon sight during our Social Study hour to see a child rise quietly, leave the room and return with a certain volume of a reference book in his hand. The school library stands ready to render aid at the psychological moment and the boy or girl does not have to wait until school is dismissed to visit the public library in order to solve the problem before him. In this way the trend of his thinking is not disturbed and he proceeds to answer the question given him for solution immediately. Perhaps, as in the article in your journal, one book to a child in a classroom might satisfy bare curriculum needs in some school systems but it would not be sufficient for our units of work especially if these books were changed every two months. Moreover, what provision is made in a collection of this size for recreational reading which we teachers feel is such an important part of our school program?

Then too, the boys and girls in our school are given definite instruction in the use of the library and, may I ask, does not this facilitate the work of the public library? A pupil who has had library instruction certainly would cause less trouble to the public library attendants and find greater enjoyment in the use of not only his school, but any library he enters, than one who has not. To him a library is not merely a strange room filled with books but is more like a friendly dwelling occupied by old friends.

This is simply the view point of a grade teacher who feels that without a library in her school something would be lacking.

—ELIZABETH M. MIDDLETON

## Another Viewpoint On School Libraries

THE ARTICLE, "The Taxpayer and Reading for Young People", by Charlotte H. Clark and Louise P. Latimer, printed in the January 1 issue of THE LIBRARY JOURNAL, presents a problem of outstanding importance which has been treated with singular reticence by librarians. The co-writers of this article are to be commended for their courage, and may I say, perhaps, their audacity, in so expressing themselves. Too frequently honest but frank criticism regarding school activities has been interpreted as sacrilege or treason.

For a long time I have seen certain things and have sensed others in school library tendencies which were disturbing. Some of my conclusions regarding them have not been the type which could be either proved or disproved by statistics. In this day of library graphs and statistical tables, unless one can align his beliefs on a chart, of course it will not likely be accepted as existing.

Two things which disturb me in the school library field are the inroads which I believe these school libraries frequently make into the public library's work with children, and, secondly, the final effect on the child himself of certain school library policies.

At this time when public school activities include so many educational, recreational, health and decorative features, it becomes natural, I suppose, for the child's reading guidance to be taken aboard by the schools.

In former years, there existed library and school cooperation in children's reading—the library contributing about 70 per cent of the effort and the schools the remainder, as I remember it. Arrangements were made by the schools to bring classes to the public library for talks about books, how to use the catalog, how to obtain library cards, etc. As a result of this cooperation, the public library had a hold on the child's interest while he was still in school, which made it easier for the library to retain this hold later when the child left school.

There can be no question as to the place of a reference library and books for strictly supplementary reading in the schools. Since many schools have not been content with these, but now duplicate public library work with children even to conducting school circulating libraries with books of an entirely general character, the question becomes a serious one both to public libraries and to children.

There is not an unlimited supply of first class children's books in print, and in public libraries too many children find they have already read too many of these books in their school libraries.

I should like to know what effect on the child's love of books school libraries give. I cannot think compulsory school work with its required reading and attendant activities can inculcate that love of books which later is one of life's great joys and benefits.

Certainly there are few evidences, in so far as I know, of children returning to their school libraries for reading after they have left school. Nor do I know of evidences, resulting from school library activities, which show any particularly developed interest in reading and in public library activities in the later life of these children.

Not only do I believe many school libraries, as frequently conducted, vitally injure a public library's relation with children by standing between them, but it is an expensive duplication of public work and an extravagance in the spending of public moneys.

I know of one school where the principal bought books to the value of thousands of dollars from a travelling book agent at a price far beyond what a public library, with an ordinarily good order department, would have paid. I know of another public school within easy reach of a fine public branch library where money was not available to purchase books for the school's circulating library, so a book collection was assembled partly through gifts. Members of the nearby public branch library staff say that many of these books are so bad in type as to be intolerable in the usual children's room in a public library. I do not believe, however, that this situation is general or even frequent in school libraries.

I know of one city where the public library was planning to erect a new branch building. School teachers and their representatives persuaded the library Trustees to locate this branch library in an under-privileged section of the city near a large public school. Community conditions and the location were such as to determine this branch library's work from the start to be that for children's work very largely, and the library was erected here. After fifteen years of seemingly successful work in cooperation with the school, the library was recently faced with plans by the school authorities to erect a large junior high school building within one block and a half of the public branch library, and with plans in the school for an elaborate library and a library staff. This will speedily absorb the public branch library's main activity and will leave it high and dry with no possibility of moving its location elsewhere.

I know of another public branch library located in a large public school building in a city of 10,000 inhabitants. This branch was well stocked with books and was in charge of a trained librarian. It served both the public and the school, there being a special inside entrance for the latter's use. An ample apportionment was made annually by the library for book purchases for school use.

The school authorities recently killed the branch library's activities with the school by establishing a separate and expensive school library in this same building, equipped with steel

furniture and working devices, with a separate book collection and a school librarian who promptly hid herself to the branch library's card catalog from which she assiduously copied classification numbers and subject headings for her own catalog.

My observations may be unusual, but I do not think so. At least, I think of them without effort and simply on reading the article of Miss Clark and Miss Latimer.

I recently expressed myself regarding this duplication of effort and of tax expense to an authority in the school library field. She replied that this duplication was necessary since schools had sufficient money to purchase all books needed for school work, while public libraries lacked the money to do this. It seems to me this condition, when it exists, would be easily remedied for the good of all concerned if the school authorities would allocate to the public library sufficient money for its purchase of books to be handled by the public library exclusively for school use. Money used by public schools and public libraries is public money, after all.

Such an arrangement would not be the usual one-sided cooperation, as frequently exists; it would draw the public libraries and public schools more closely together; it would acquaint the children with the public library through its representatives and its books; it would give the public library a hold on the child's interest which would not be easily disrupted when he left school, and it would certainly decrease existing overlapping of activities which frequently means the unnecessary spending of tax moneys.

—CHALMERS HADLEY

## Encyclopedia Of Library Science Suggested

SPECIAL ENCYCLOPEDIAS which cover a limited field of human knowledge are found in great numbers in libraries—*Encyclopaedia of the Social Sciences*, *Jewish Encyclopedia*, *Dickens Encyclopedia*, *Standard Encyclopedia of the Alcohol Problem*, *Encyclopaedia Heraldica*—to mention only a few examples. But librarians have no authoritative and comprehensive reference tool in the English language which treats adequately all phases of their own activities. They lack an Encyclopedia of Library Science. The editorial work involved in producing an encyclopedia of this type in several volumes would be a stupendous task, while the financial aspect might prevent its realization. But I think the matter should be given thought, for the following reasons:

1. No reference work in the field of library science meets specifically the needs of libraries in the English-speaking world fully and completely. Especially does this hold true of American conditions. Excellent and dependable guides in foreign languages, such as

Milkau's *Handbuch der Bibliothekswissenschaft*, do not serve so well as on the European Continent.

2. In an age of stress and change affecting profoundly library service, an Encyclopedia of Library Science might prove a connecting link with the achievements of the past and could furnish a basis or background for future developments.

3. The older generation of librarians has passed and their students and disciples are fast falling away. The experience and knowledge which they have gained must be preserved.

4. As a general rule the younger group of librarians know the great personalities who sponsored the American library movement by name or hearsay only. They possess very little intimate acquaintance concerning the accomplishments of the fathers with the possible exception of Melvil Dewey. A permanent record of these men easily available is desirable.

5. Most libraries do not have access to files of library periodicals, bulletins and reports where much valuable information lies hidden away. If this material be in their possession, time is often wanting to make a search for the facts. In an encyclopedia the essential data culled from all these and other sources would be ready at hand.

6. The undertaking would be worth the effort, if for no other reason, because it would become the first complete Encyclopedia of Library Science in any language.

7. Now is the opportune time since the profession is struggling to formulate the Why and How of its work.

What would be the nature of an Encyclopedia of Library Science? It ought to be descriptive, historical, biographical, expository, and bibliographical considered from the standpoint of content. Its purely physical features—illustrations, maps, charts, binding, and printing—should embody the highest artistic ideals. Throughout the work must give the impression of sound scholarship. The aim should be to get the best scholars inside and outside of the profession to serve on the staff.

Here is an opportunity for American librarians to produce the perfect encyclopedia in accord with their ideas of physical and mechanical perfection, editorial arrangement, and subject matter. The American Library Association would be the logical organization to promote the editorial work. Assistance might be obtained from learned societies in other fields. Perhaps, graduate students in library science could be asked to do their research work towards a degree in unearthing and bringing together some of the material needed.

An Encyclopedia of Library Science—such a project ought to tempt the interest and cooperation of librarians.

—ALF HOUK  
Librarian, St. Olaf College,  
Northfield, Minnesota

# Library Books Reviewed

## Vocations For Women<sup>1</sup>

**I**N HER *Vocations For Women*, Adah Peirce, Dean of Women and Assistant Professor of Sociology in Hiram College, has added a useful book to the already familiar books on the subject, *Careers For Women* by Catherine Filene and *An Outline Of Careers For Women* by Doris E. Fleischman. The book is divided into six parts, part one having but two chapters dealing with "Woman's Contribution to Occupational Endeavor" and "Choosing a Vocation." Trite though this latter sounds, the seven points developed under the twenty-nine vocations selected by Miss Peirce are outlined. Anyone speaking before a high school audience on how to choose a vocation will find all the points needed right here. Part two deals with the "Health Professions": nursing, dentistry, pharmacy, public health, dietetics, medicine and physical education. Part three deals with the "Natural Sciences" including anthropology, astronomy, biological sciences, chemistry, geology, mathematics, physics and psychology. Part four dealing with "Business Vocations" includes general office and secretarial work, accounting, banking, insurance, advertising, department store work, real estate and hotel work. As we spend our days in a bank by the side of the road we naturally have a particular interest in the chapter on "Banking," which under contributions to society is well-outlined. The brief historical development of banking is informative. When it comes to the training required we are a little bit amused at the author's attitude because under this subject and that of qualifications which follow, reference is made to men only, this in a book on *Vocations For Women*! However, women were mentioned previously as having been "fairly successful in the women's department, personnel, trust, publicity, foreign, secretarial and clerical and occasionally in the capacity of bookkeeper and teller." Part five is devoted to "Art Vocations" under which the author discusses the creative arts, music, dancing, dramatic work and writing. Part six, devoted to the so-called "Social Vocations," includes education, library work, social work, religious work, personnel work, law, politics and civil service and homemaking.

In the fifteen-page chapter on library work the author mentions her indebtedness to Anita Hostetter, Executive Assistant, Board of Education for Librarianship, for her criticism of the chapter and for some of the facts. The chapter appears more or less in

<sup>1</sup> Peirce, Adah. *Vocations for Women*. Macmillan, 1933. \$2.

outline form. The historical development of libraries is covered in a little over two pages and done well. However, when the author classifies libraries of today into three main groups: Public libraries; Educational libraries; and Special libraries, she does not do so well for what she calls the educational library and the special library. The educational library, under which she groups the libraries of colleges, universities and professional schools, is dismissed with a paragraph. Under special libraries she does not mention insurance, museum, newspaper, public utility and financial libraries, all of which are important and well-established throughout the country. Four whole pages are given to the accredited library schools and their standards, while qualifications are discussed in less than a page. The appendix discusses the "Historical Development of the Diversification of Vocations." The subject matter here is really not as formidable as the title suggests. The references following each chapter are suggestive and sometimes have brief helpful annotations, although the references themselves are not as up-to-date as they should be.

—MARGARET REYNOLDS

## Norwegian Books For Libraries\*

### Fiction

Anker, Nini-Roll. *Enken*. Aschehoug, 1932. \$2.50

The heroic and bitter struggle of a mother to rear her five children and to instil in them courage and spiritual strength. A strong book with excellent characterization of the younger generation.

Dun, Olav. *Ettermæle*. Norli, 1932. \$1.75

Powerful and impressive writing, simple but of monumental beauty. Deals with the efforts of a husband to protect the good name of his dead wife by taking upon himself the suspicion of having murdered her.

Elster, Kristian. *Fugl Foniks*. Aschehoug, 1932. \$2.15

Light and entertaining, against a background of modern Oslo life, contrasting the generation now in its fifties with the twenty year olds.

\* Compiled by the Scandinavian Book Review Committee of the American Library Association. Collaborators: Birgit Foss, Detichmanske Bibliotek, Oslo, Norway; Anna Skabo Erichsen, New York Public Library; and Rudolph H. Gjelsness, University of Arizona Library, Tucson, Arizona, chairman of the Committee. Prices have been supplied by Bonniers Publishing House, New York, and are for bound copies, unless otherwise indicated. Reprinted by permission from the Winter Number of *American Scandinavian Review*, December, 1933.

Fangen, Ronald. *Duel*. Gyldendal, 1932. \$2.65

A "duel" between two friends, the weaker-willed struggling against domination by the stronger. A psychological novel of unusual interest.

Gudmundsson, Kristmann. *Det Hellige Fjell*. Aschehoug, 1932. \$2.50

An Iceladic novel of early saga times. Fine character portrayal, a well motivated plot, and vivid description of scenery.

Mahrt, Haakon Bugge. *Kjaere Europa*. Gyldendal, 1932. \$1.75

Two stories of merit. The setting of *Kjaere Europa* is Geneva with an entertaining plot involving the youth of many nations.

Rolvaag, O. E. *Rent Guld*. Aschehoug, 1932. \$2.15

An early novel of this author now issued for the first time in Norway. Traces the effects of miserly greed for money on the characters of a husband and wife. Published in English translation by Harper in 1930 under title *Pure Gold*.

Sandnel, Cora. *Carmen og Maja*. Gyldendal, 1932. \$1.90

Short stories, stark and realistic, but with a happy blending of humor and pathos.

Sandemose, Aksel. *Klabauter Mannen*. Gyldendal, 1932. \$2.00

A haunting and fantastic sea tale, vividly told.

Undset, Sigrid. *Ida Elisabeth*. Aschehoug, 1932. \$2.90

Searching study of a woman's life following her marriage to an easy-going ineffectual, contrasting that in life which is of permanent value and brings inner satisfaction with that which is the need only of the moment. She rejects the opportunity of selfish happiness for herself because it would mean separation from the small sons who need her.

### General

Bjornson, Bjorn. *Bjørnstjerne Bjørnson; Hjemmet og Vennerne*. Aulstad-munner. Aschehoug, 1932. \$2.20

Bjornson in his home as told by his son. A revealing portrayal of his more intimate life, his friends and interests.

Bjornson, Bjørnstjerne. *Kungebrude*. Gyldendal, 1932. \$3.50

A newly discovered Bjornson manuscript. The play was written as a sequel to Sigurd Jorsalfar, but was never published. Successfully produced at The National Theater in 1932.

Bonnevie, Margarete. *Ektekap og Arbeide*. Sone, 1932. Paper bound \$75

Woman and work. Chapters on woman's position in the world of today. A book to provoke discussion.

Borchgrevink, Rolf. *Stort og Helt*. Aschehoug, 1932. \$3.00

Observations on natives and animal life in Africa, written and illustrated by an artist.

Bull, Olaf. *Ignis Ardens*. Gyldendal. 1932. \$1.70  
Distinguished verse by one of Norway's leading poets.

Hansen, Hans Molholm. *P. Chr. Asbjørnson*. Aschehoug. 1933. \$3.50  
Excellent study of the genial folklorist and a valuable contribution to the field of folklore.

Hersang, Ole. *Fredenegråden*. Aschehoug. 1932. \$2.15  
Honest, simple narrative of rural life in Hedemarken a half century ago.

Huitfeldt, Carl. *Norge i Andres Øine*. Gyldendal. 1932. \$2.50.

Interesting and diverting compilation of early foreign travel accounts of Norway.

Løvenskiold, Herman. *Fuglelivet på Folkstumyren*. Gyldendal. 1932. \$3.00  
Norwegian bird life. Attractive illustrations.

*Det Norske Folks Liv og Histoire*, v. 6. Tidsskriftet 1720-1770, av Sverre Steen. Aschehoug. 1932. \$2.25  
Continuation of this excellent, scholarly history of Norway.

Vogt, Nils Collett. *Fra Gutt til Mann*. Aschehoug. 1932. \$2.50  
Engaging autobiography of the youthful years of Norway's leading living poet.

## Bibliography On Physical Education

THE RESEARCH QUARTERLY of the American Physical Education Association for December, 1933, 4:118-147 inclusive, contains a bibliography on Physical Education for 1932, compiled by G. B. Affleck, Professor of Physical Education, International Y.M.C.A. College, Springfield, Mass. The bibliography is classified under the following headings:

Anthropometry; Aquatics; Boats, Canoes, Yachts; Diving and Swimming; Natatoria; Construction, Operation: Athletics-Sports; Outdoor Activities; Baseball; Basketball; Football; Golf; Lawn Tennis, Squash, Badminton; Soccer; Track and Field; Calisthenics-Gymnastics; Indoor Activities; Dancing; Camps and Camping; Vacations, Outings, Hikes; Construction; Plans, Equipment, Care; Diagnosis; Diseases; Drugs; Alcohol, Narcotics, Poisons; Eugenics; Genetics, Heredity, Evolution; First Aid; Accidents, Nursing, etc.; Food; Diet, Nutrition, etc.; Milk; Health Education; Safety, Training, etc.; Heating, Ventilating, Lighting; History, Biography, Records; Hygiene (Industrial); Hygiene (Mental); Hygiene (Mother and Child); Hygiene (Personal and Domestic); Hygiene (Public); Water; Hygiene (Rural); Hygiene (School); Hygiene (Social); Massage; Corrective Gymnastics, Orthopedics; Olympic Games (1932); Organization Administration; Physical and General Education; Physiology-Anatomy; Physiology of Exercise; Physiotherapy; Play-Pageants; Playgrounds, Recre-

tion Leisure; Posture; Programs-Syllabi; Teacher Training; Professional qualifications, Certification; Vital Statistics; Births, Deaths, Sickness; Women; Health Dress, Exercise; Miscellaneous.

## A Union List Of Newspaper Files

FOR A GOOD MANY YEARS, librarians have felt the need for a union list that would locate, and make generally available, the scattered and fragmentary files of newspapers which exist, often in most unexpected places, in American libraries. Through the generosity of the Rockefeller Foundation, such a list is now assured. For various reasons, it has seemed wise to have the work done under the auspices of the Bibliographical Society of America, and edited under the supervision of a committee consisting of Mr. Lydenberg and Mr. Parsons, with Mr. Gerould as chairman. Miss Winifred Gregory is to act as Editor. Through the courtesy of Mr. Herbert Putnam, office space has been provided in the Library of Congress, and Miss Gregory began her work there on January 1.

It is obvious that so extensive and difficult an undertaking as this is possible only by the enlistment, in each of the states and the provinces of Canada, of a corps of cooperators, acquainted with the local libraries, who will endeavor to secure from them a record of their holdings, and to forward the data to Miss Gregory for editing. The response to the requests for such cooperation made by the committee has been most gratifying. In all of the states except three (and in these cases only matters of detail remain to be arranged) the local organization is now complete. In Canada, a committee, consisting of W. S. Wallace, of the University of Toronto, G. R. Lomer, of McGill University, and John Ridington, of the University of British Columbia, has undertaken the task of organizing the work in the several provinces.

The Union List which is to be prepared is, in no sense, a bibliography of the American press. Terminal dates and changes of titles will be recorded wherever they can be secured, but the primary purpose will be the location of files. When the list is published, which it is hoped will be in about three years, the compilation of bibliographies, of the character of those already printed in the *Papers of the Bibliographical Society*, will be much easier, and no doubt further scholarly work in this field will be stimulated.

The arrangement of the material in the Union List is to be by states and provinces and, within these groups, alphabetically by places of publication. In this the list will follow the practice in various local lists already published. There is to be no duplication of the work so admirably done by Clarence S. Brigham, and printed in the *Transactions of the American Antiquarian*

Society. The canon of the new list will begin with 1821, where that of Mr. Brigham's ends. Following that date, it will attempt to record all existing files, including, wherever possible, those in newspaper offices. Current files will be designated, as in the *Union List of Serials*, by the plus sign.

It is the hope of the Committee that the interest aroused by the list may result in the repatriation, to their state of origin, of fragmentary files, now unknown and unused in libraries of other states. The proper care and storage of newspapers is so difficult and expensive that, aside from the great collections, like those in the Library of Congress, the New York Public Library, and in a few other places, there are relatively a small number of libraries which can afford to handle them. As a consequence, the invaluable historical material contained in the local press of the country has, in very many cases, completely disappeared. Under ideal conditions, every library should attempt to secure, and to preserve, a file of its local newspapers. In each state, some institution, the historical society, or some other, should be responsible for a central collection of the papers published within its borders. There should be maintained, in addition, a few large general collections, such as those in the institutions mentioned. A proper economy, and regard for the interests of scholars, would seem to dictate to the small institution having fragmentary files of papers published in other states, the disposal of these files to one of the three types of institutions mentioned.

## Honorary Membership To Miss O'Connor

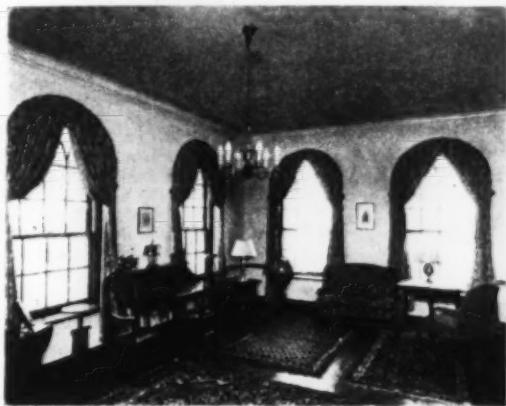
AT THE ANNUAL MEETING in December of the First District Iowa State Association of Registered Nurses Association, Rose A. O'Connor, Hospital librarian, Sioux City Public Library was presented with an honorary membership "in appreciation for the many willing and distinguished services rendered to hospitals and nurses in the territory of the first district." Only one honorary membership is conferred at the annual meeting.

HAVE YOU renewed your membership in the American Library Association Section for Library Work with Children? Why not make your renewal now? If your membership has lapsed through non-payment of dues, you may be re-instated by paying the dues for the current year. It is the aim of the Section to include all persons in Canada and the United States, interested in library work with Children. Join the Section, and thus help the valuable work being done by this Section, through the various committees. Dues are one dollar a year, and Membership in the American Library Association is pre-requisite to Section Membership. Address: Ruth M. Hayes, Upham's Corner Branch Library, Dorchester, Mass.

# In The Library World

## A Recreational Reading Room

THE KIMBERLY MEMORIAL LIBRARY of the Institute of Paper Chemistry houses the most complete collection on the subject of paper chemistry in America, a fact which makes the charm of the Recreational Reading Room and the architectural beauty of the building of which it is a part, seem surprising since one might expect a technical research library to be somewhat commonplace in appearance. Moreover, the extreme specialization of the rest of the library makes the variety of cultural interests to be found in this room a great contrast.



Left: *The Kimberly Memorial Library Recreational Reading Room From The Southwest Corner.*

It was suggested by the fact that technical men spoke of the necessity of having training in economics as well as in the technical phases of the industry. It was felt that it was best to have the students develop their own interests under the guidance of a very carefully selected library such as a man would have in his own home. In explaining the proposal to have such a room, the director of the Institute, speaking at the annual meeting of the Technical Association of the Pulp and Paper Industry in February, 1932, said,

"Such a room is to be properly called recreational. Every study of the subject has shown that the essence of recreation is change, and when the student turns from chemistry to economics, there is refreshment just as truly as though he read current fiction."<sup>1</sup>

The purpose of such a library could not be fulfilled by making a collection of best books, even if such a collection were possible. Thus the books on science and economics were chosen for their timeliness as well as their authority, while a large part of the literature has been proven by age, and the entire collection, covering a broad

range of subjects, is attractive enough, in both content and format, to give the guidance for which the room was planned. A few foreign books were included in both the original language and in their English translation in order to encourage reading in languages other than English. The purchase of the fourteenth edition of *The Encyclopaedia Britannica* was made possible through a special gift. At the time that these books were being selected, there seemed to be very few lists with a purpose similar enough to be suggestive. The list compiled by Trinity College<sup>2</sup> was very helpful in this respect.

Since the room was designed for the

tive little to the cost of the collection but much to its attractiveness. Some of these are Bronte's *Wuthering Heights* in three-quarter leather in the Modern Readers' Series; Milton's *Poetical Works*, Globe Edition; and *Martin Chuzzlewit* published by Collins. The foreign books were all published abroad. The French leather bindings and the modern format of the German books contribute much to the appearance of the shelves. Many of the most readable editions of the classics are published for children. These were eliminated whenever other good editions were available. A certain dignity was attained by thus avoiding both juveniles and their inevitable colored illustrations whenever possible. Although the books were broadly classified, no marks were placed on the outside covers.

The Kimberly Memorial Library was dedicated on September 21, 1932. Practically all of the five hundred books in the Recreational Reading Room collection were then on the shelves.

—DOROTHY MAE FENTON



Right: *Another View Of The Recreational Reading Room At Appleton, Wisconsin.*

<sup>1</sup> The J. A. Kimberly Memorial, Institute of Paper Chemistry, Appleton, Wis. [The Institute], 1933, p. 17-18.

<sup>2</sup> H. T. Costello, "A List of Books for a College Student's Reading," Hartford, Conn., Trinity College, 1928.

## League Of Nations Library

WHEN MR. JOHN D. ROCKEFELLER JR. gave two million dollars for a library building for the League of Nations, W. W. Bishop, Librarian of the University of Michigan, was appointed a member of the Library Building Committee to assist the architects in preparing plans for the new structure. This Committee had a number of meetings, and through the insistence of the librarians in its membership radical changes were made in the architects' plans, with the result that a very serviceable library building was erected. This is now being equipped with furniture, and will be opened probably this summer.

The League of Nations is now forming an Advisory Committee for the Library, and Mr. Bishop has been asked to attend the organization meetings at Geneva between February first and tenth which will be concerned with the policies to be developed in and for the new Library itself. There are no other librarians on the Committee. Its Secretary is Mr. Arthur Sweetser, of Boston, who is a member of the Secretariat of the League. The recent death of Senator Scialoja, Chairman of the Committee, and the resignation of Dr. Kruss, of Berlin, because of Germany's withdrawal from the League, have left a situation which seems to require the presence of the American representative.

The Regents have granted Mr. Bishop a leave of absence from January 19 to March 1, in order to enable him to attend this meeting. He sailed on January 20 on the "Conte di Savoia" for Genoa, and will return from England shortly after the conclusion of the meeting in Geneva.

## Fellowship And Scholarship Grants

THE AMERICAN LIBRARY ASSOCIATION, under the provisions of a grant from the Carnegie Corporation of New York offers a limited number of fellowship and scholarship grants for the study of librarianship to residents of the United States and Canada.

### PURPOSE OF THE GRANTS

*The purpose of the grants is to encourage and aid persons who are capable of making specific contributions to the library profession, by enabling them to pursue a year of study or research in library problems.* Candidates must be graduates of approved colleges or universities. They should also have had at least one year of work in a library school and satisfactory experience in library work. Under extraordinary circumstances these latter requirements may be waived when the candidate presents satisfactory evidence that he is competent, by virtue of other training and experience, to pursue effectively the study that he proposes. The work of candidates who are given awards must be done in connection with an educational institution recognized as appropriate for the supervision of their studies, but need not necessarily be done in residence. It is intended that students shall give full time to their studies, the results of which will be expected to constitute a definite contribution to library science and be made available to the profession.

### STIPEND

The stipend for a fellowship will be \$1500 or more and will vary according to the requirements and qualifications of the recipient. Scholarships varying in amount from \$750-\$1000 may be awarded to persons with more limited training and experience. Present employment conditions and the need for restraint in recruiting incline the Com-

mittee to devote the larger part of these funds to fellowships rather than to scholarships. When warranted, the stipend may be renewed for a second year, but a renewal should not be anticipated by any applicant. Grants will be conditional upon the acceptance of the applicant by the institution chosen to supervise the work.

### REPORTS

A report of the year's work, covering results accomplished during the period of study, will be required from each appointee. The director of the library school or some other qualified officer of the educational institution that supervises the work will be asked to present a report to the Committee evaluating the work of the appointee. Theses or other productions will be subject to the disposition of the Committee on Fellowships and Scholarships, as regards publication and distribution, except as modified by local university regulations.

### APPLICATION

Each applicant should address a typewritten letter to the Chairman of the American Library Association Committee on Fellowships and Scholarships, Mr. Harrison W. Craver, Engineering Societies Library, 29 West 39th Street, New York, N. Y., giving information on the following points:

- a. Age;
- b. Record of college work, including name of college, dates, degrees, major subjects of study, relative standing in class, transcript of course records, etc.;
- c. Reading and speaking knowledge of foreign languages;
- d. Training and experience in library work; other occupational experience;
- e. Plan of proposed study in detail;
- f. Educational auspices under which applicant desires to study;
- g. Names and addresses of three persons who can speak, on the basis of their own professional competence and from personal knowledge of the candidate, to the candidate's capacity (1) for library work, and (2) for specific work outlined under (e) above;
- h. Candidates should be prepared to submit health certificates.

Applicants should not request persons named in section (g) to write directly to the Committee.

Copies of printed or typewritten works may be submitted. A recent photograph of the applicant (preferably unmounted and of small size) should be sent.

All documents submitted become part of the records of the Committee, and can not be returned.

Applications for grants for the school year 1934-1935 should be filed before February 1, 1934.

The Committee on Fellowships and Scholarships will welcome suggestions as to persons who might be considered for fellowships. Unsuccessful application in one year will not preclude consideration in another year.

### ANNOUNCEMENT OF AWARDS

The Committee will act on the applications before April 1 and applicants will be notified as soon as possible.

### COMMITTEE

Harrison W. Craver, Engineering Societies Library, 29 West 39th Street, New York.

Essie Martha Culver, State Library Commission, Baton Rouge, Louisiana.

F. L. D. Goodrich, Library of the College of the City of New York, 139th Street and Convent Ave., New York.

Fred Landon, University of Western Ontario Library, London.

Charles E. Rush, Yale University Library, New Haven.

Adam Strohm, Detroit Public Library, Detroit.

## Emergency Conservation Work

A NEW and far reaching educational program for the 300,000 men of the Civilian Conservation Corps has been approved by President Roosevelt and will go into effect at once. Robert Fechner, Director of Emergency Conservation Work has announced. The plan calls for the placing of 1,466 educational advisers in the various forest work camps and the development of an individual program of instruction for each of the camps. General and vocational subjects will be offered although most of the instruction will be of an informal nature. The purpose of the program is to give every young man and veteran in the 1,466 camps a chance to improve his education and to enhance his prospects for securing permanent employment, when discharged, in the type of work for which he is best fitted.

"It is the hope of the President, Director Fechner said in announcing that broader educational facilities were to be added to the activities of the nationwide system of forest camps."

"That the educational program, by emphasizing forestry, agriculture and like subjects will assist the men in re-adjusting themselves to a new mode of living—to country life instead of city life—and to assist them in improving themselves educationally and vocationally. A great number of the young men in these camps arrived at working age at a time when there were no jobs. Many of them have had meager educational advantages. We propose to give these men a chance at an education and to furnish them vocational guidance which will aid them to earn a living."

The opportunity for education will be offered to all members of the Civilian Conservation Corps, but participation in the courses of instruction will not be mandatory. The Army officers commanding the various camps will, however, point out the advantages presented by this opportunity and will encourage the members of their companies to avail themselves of this privilege to increase their knowledge. The available working hours on forestry projects—forty hours per week—will not be disturbed. The plan is to utilize hours other than

normal working periods and periods of inclement weather for purposes of instruction.

Four government departments—Interior, War, Labor and Agriculture—will cooperate in establishing and operating the new educational system. The Interior Department, through the Office of Education of which Dr. G. F. Zook is Commissioner, will prepare the general program of instruction, appoint the camp educational advisers and recommend to the War Department the outlines of instruction, teaching procedures, and types of teaching materials for use in the camps. The program will be carried out under the immediate direction of the War Department. The nine major-generals commanding corps areas will be charged with the responsibility for carrying out the educational program. The camp commander will organize the educational set-up for each camp and have charge of the camp educational program. The camp educational adviser, appointed by the Office of Education, will, under the supervision of the camp commander, be responsible for organizing such classes, group discussions, special lectures and individual instruction as the men need and desire. Representatives of the National Park Service of the Department of the Interior, the Forest Service of the Department of Agriculture and the United States Employment Service of the Department of Labor will serve on an Educational Advisory Committee headed by Dr. Zook. Director Fechner will exercise general supervision over the whole educational administration.

Application of the program will afford work opportunities for approximately 1,500 persons. The set-up will include an educational director in the Office of Education, nine Corps Area Educational Advisers, one for each corps area, and 1,466 Camp Educational Advisers, one for each camp. The Office of Education, with the approval of Director Fechner, will appoint the Educational Director and the nine Corps Area Educational Advisers. The Office of Education will also appoint the Camp Educational Advisers. The Educational Director will have general charge of the whole educational program working under Dr. Zook's supervision.

Under this program each camp will be a separate educational unit with a camp commander as the authoritative head. The task of organizing the classes and putting through the camp educational program will be assigned to the Camp Educational Adviser. The Adviser will prepare a program of instruction. He will have one enrolled man assigned as his assistant. The teaching staff will include officers in the camp, the technical experts assigned to each camp to supervise the work in the forests and parks and such other persons as are selected. The Camp Adviser's duties are prescribed as follows:

"To have general supervision of the educational activities in the camp; to develop an educational program suited to the needs and interests of the men in his camp; to secure supplementary educational facilities from schools, colleges and other organizations available to the camp; to supervise the work of the assistant leader for education; to recommend to the camp commander opportunities for co-ordinating the educational program with the work and recreational programs of the enrolled men; and to advise and counsel with the enrolled men on their educational program as well as their future vocational adjustment."

In general, the motive back of the educational program embraces: (A) Constructive use of leisure time in camp. 1. By providing activities that develop powers of self-expression, self-entertainment, and self-culture in after years; 2. By developing understanding of the conservation work being furthered by E. C. W. activities; 3. By developing good habits of health and mental development. (B) By means of adjustment work to orient and assure each man's future vocation. (C) To help every enrolled man make the most constructive use of his capacities.

## Annual Report Of Berea College

To THOSE needing inspiration, there is no finer bit of current literature to offer than President William James Hutchins's latest *Annual Report of Berea College*,<sup>1</sup> in Kentucky. Every page, humanly written, teems with inspired direction and execution of a single idea—that of developing young people (whole young families) to be useful, happy citizens. Much is reflected of the environment from which they come, but much more is suggested of the environment, not so much into which they will go as that which they will help to create,—the true test of education. The report is thrillingly illustrated so that one sees for oneself.

Momentary disappointment awaits arrival at page 46 to the wee paragraph about the library, though the facts embedded—a growth of 3,098 volumes, bringing the total to 64,551, and a circulation of 91,000 volumes—seem cheerful enough. But it is at other points of the report that one learns the truth of the marvelous integration which the library has achieved.

Page 62 tells the story of its activity:

The Library reports: "We are receiving more and more calls for books for small high schools. Out of the thousands of books entrusted to us we have gladly packed box after box to be passed on. At least twenty of these boxes, each containing anywhere from 60 to 200 books have gone to high schools. One high school principal writes: I am sending beside the small transportation charges the sincere thanks of 112 boys and girls. This means

<sup>1</sup> *Berea College President's Annual Report* . . . June, 1933. . . . Berea, Kentucky, 1933, 92 p.

much to our patrons for whom we have organized a reading circle." There has been a large increase in circulation of Extension books. We have had a number of parcel post borrowers, almost all of whom have been former Berea students. We have had eleven Home Reading Circles in use this winter, three of these placed in new communities. Some of the people who care for these libraries are busy mothers with large families of little children; others are store keepers or postmistresses, all of them with work of their own, but willing to give time as well as space in their crowded quarters to their neighbors and friends who come to borrow. We have loaned 76 traveling libraries. These reach their destination in various ways, from mail train to river boat and from private car to mule-back. One teacher from Breathitt County wrote to ask if she might keep hers a little longer until the roads got better as the mail carrier would have to go on mule about twelve miles."

And under the simple caption, "Friends," page 70, there is another grand story:

In the year under review the Library has received important gifts. From one private collection have come 209 volumes, from another 68 volumes. From the Carnegie Corporation has come a third allotment of books, valued at \$2,000, selected by a specially chosen committee. From two long time friends have come many beautiful children's books and others of current interest. From the library of our Dr. Robertson we received 325 books, and a box containing original manuscripts, tracts, and magazines which had belonged to Mr. Fee. From the Germantown Pennsylvania School Board has come a gift of over 2,000 text books, for use in our extension work. A gift that has been much enjoyed was that of ten stereoscopes and 1956 views. One of our Academy teachers writes: "Our charming Irish friend again sent us sixty little paper bound Gospels which were received with greater joy than usual because thirty-three students had asked to have French New Testaments but our order had to be cancelled after the dollar went down."

And to Euphemia K. Corwin be the praise. But as President Hutchins sadly announces:

We lose by retirement this year our Librarian, Miss Euphemia K. Corwin, who closes thirty years of active service to Berea. With exacting ideals taught her by her studies in Albany and her experience in the Library of Union Theological Seminary, she has made a contribution to the entire college. Gradually she has driven all alien enterprises and offices from her shrine. She has shared the growing riches of the Library with the citizens and particularly with the children of the town. The Book Wagon and the Library boxes have extended the service of the Library to distant counties. Thousands of books have been sent to schools and colleges, seeking proper accreditation. Miss Corwin has responded to the changes which the years have brought to education in our mountain states. New academic requirements for secondary schools and colleges have made ever increasing demands upon the resources of the Library. Changes in methods of instruction have meant a larger use of books both by faculty and students. For example, in the past thirteen years both the number of books and their circulation have doubled.

In the final reckoning it may prove that Miss Corwin has done her noblest service as a devotee of Berea's labor sys-

tem. It would have been easy for her to say that her task was unique, that the labor of boys and girls who had never seen a library, would be grossly extravagant. She has trained generation after generation of students in Library Service. Two of these, our own alumnae, are now Assistant Librarians in Berea College. Scores of her student helpers are now teaching in schools and fostering their school libraries.

In the affectionate regard of students and workers, Miss Corwin is rich.

—KARL BROWN

## ABC OF The New Deal

INITIALS in common use in newspapers. Now and then the explanation is given, but more frequently is omitted. List following was taken from the *Chicago Herald and Examiner* of January 1, 1934:

AAA—Agricultural Adjustment Administration  
CAB—Consumers' Advisory Board  
CC—Consumers' Council  
CCC—Civilian Conservation Corps  
CCC—Commodity Credit Corporation  
CSB—Central Statistical Board  
CWA—Civil Works Administration  
EC—Executive Council  
ECP—Executive Commercial Policy Committee  
EHFA—Electrical Home and Farm Authority  
FACA—Federal Alcohol Control Administration  
FCA—Farm Credit Administration  
FCT—Office of Federal Co-ordinator of Transportation  
FDIC—Federal Deposit Insurance Corporation  
FERA—Federal Emergency Relief Administration  
FHLLB—Federal Home Loan Bank Board  
FSRC—Federal Surplus Relief Corporation  
GSC—Grain Stabilization Corporation  
HOLC—Home Owners' Loan Corporation  
IAB—Industrial Advisory Board  
IBRT—Interdepartmental Board on Reciprocal Treaties  
ITPC—Interdepartmental Trade Policy Committee  
LAB—Labor Advisory Board  
NCB—National Compliance Board  
NEC—National Emergency Council  
NIRA—National Industrial Recovery Act  
NIRB—National Industrial Recovery Board  
NLB—National Labor Board  
NPB—National Planning Board  
NRA—National Recovery Administration  
PWA—Public Works Administration  
PWEHC—Public Works Emergency Housing Corporation  
SAB—Science Advisory Board  
SBPW—Special Board of Public Works  
SRB—State Recovery Board  
TCFT—Temporary Committee on Foreign Trade  
TVA—Tennessee Valley Authority

# From The Library School

## Summer Session At Michigan

**I**N THE SUMMER of 1934 the University of Michigan Department of Library Science will not only give certain elementary courses but will specialize in advanced work for students who have already completed a year of study of library science. Advanced courses will be given by Mr. Charles B. Shaw, the librarian of Swarthmore College, who will offer a seminar in College Library Administration and a course in the Bibliography of the Fine Arts specially designed to aid persons who work in Fine Arts departments in libraries or who are engaged upon an advanced study of the Fine Arts. Opportunity to pursue courses of this sort is somewhat unusual.

Mr. F. L. D. Goodrich, librarian of the College of the City of New York, will offer an advanced course on Library Buildings and another on Special Libraries and Special Collections designed particularly for persons having charge of special collections in general libraries.

There will also be a seminar in United States Public Documents, with some work on British and Canadian documents, offered by Mr. S. W. McAllister, associate librarian of the University of Michigan, and a seminar in Public Library Administration offered by Miss Mary P. Parsons, formerly Director of the American Library School in Paris.

Elementary courses will be offered by Miss Margaret Mann on Cataloguing and Classification of Books, covering in the eight weeks of the Summer Session the work ordinarily given in the sixteen weeks of the first semester. Beginning courses in Book Selection and Ordering and in Library Administration will be given by the librarian of DePauw University, Mrs. Vera Cooper. The first semester's work in Reference and Bibliography will be offered by Miss Parsons.

A course in National and Regional Bibliography, covering British, French, German, Italian, and Spanish trade bibliography, as well as the great national bibliographies, will be offered by the Head of the Classification Department of the University of Michigan Library, Mr. E. H. Eppens.

The courses in the summer of 1934 have been specially designed to meet not only the ordinary need for elementary instruction in librarianship but more particularly to satisfy the demands of persons who can secure leave of absence for the summer session and who have already had at least a single year of library training and in most cases library experience as well. There is a growing demand for such instruction on the part of librarians who are in employment.

## Syracuse School Of Library Science

NOTHING DAUNTED by dim prospects of jobs when they finish and hurling raised standards of admission, the Library School opened its regular session in the Fall of 1933 with an enrollment slightly greater than at the previous year. There are forty-two full time students enrolled, representing seven states: Connecticut, Maine, Massachusetts, New York, Rhode Island, Pennsylvania, and South Dakota. Among them are eight graduate students from the following colleges: New York University, Rhode Island State College, St. Lawrence, Syracuse, University of Pennsylvania, and William Smith. In addition to the full time students, the roster shows six irregular or special students, including two juniors, twelve summer school graduates, and fourteen students from other colleges of the University who are taking one or two courses. An awesome but misleading statement would show a total of seventy-four students in the Library, if added all together. 1933 is the last year in which the School will operate on the undergraduate basis. In September, 1934, the bachelor's degree will be required of each candidate as a pre-requisite for entrance. For a year or two, registration will fall off materially, but the faculty is undismayed, believing that the added prestige of higher standards and more rigid selection will more than compensate a few lean years, especially with placement so precarious.

## Nashville, Tenn., Library School

MISS TOMMIE DORA BARKER, Regional Field Agent for the South of the American Library Association, addressed the Library School faculty and student body on Thursday, December 7. Miss Barker traced the history of recent library development in the South. After the lecture Miss Barker was the guest of the faculty at luncheon held at the Rendezvous and a guest of the students at a tea held in her honor in the afternoon.

The twenty-three students who enrolled for the fall quarter come from nine states distributed as follows: Georgia three; Kentucky one; Mississippi three; Missouri one; Nebraska one; South Carolina one; Tennessee eight; Texas three; Wisconsin two. Of the 134 graduates of the Library School, 114 are regularly employed as of September 1, 1933. These graduates are placed in nineteen states, including every state in the South and most of the border states.

# Library Organizations

## California School Library Association

THE ANNUAL MEETING of the Southern Section of the California School Library Association was held at the Mayfair Hotel in Los Angeles, December 21. The chief speaker was Lewis Browne, author of *This Believing World*. He gave a provocative and amusing talk on the school of the future. This, he suggests, should be a school without classrooms, merely a vast library, with the students domiciled between the bookstacks, living with books. "If you keep pouring books on a child—the right kind of books—literally deluging him with books, he will get more himself out of these books than you can ever teach him." Another distinguished guest was Hamlin Garland, who spoke briefly of the proposed Museum of Chronological Art.

At the business meeting preceding the luncheon, Elizabeth Neal, librarian of the Compton High School presided. Reports were given by Marjorie Van Deusen, librarian of the Belmont High School; Hope Potter, of the South Pasadena High School; and Margaret Glassey, of the Beverly Hills High School. Dorothy Drake led the panel discussion of the hour period in the library.

The Association publishes a Bulletin three times a year. This may be obtained from Maud Klasgye, 286 Lowena Drive, Long Beach, chairman of the Publicity Committee. (Subscription, 50 cents a year, single copies, 25 cents.)

SUSAN P. CAMPBELL,  
Secretary-Treasurer

## The Maryland Library Association

THE MARYLAND LIBRARY ASSOCIATION held its eleventh annual business meeting January 12, in the Alumnae Lodge of Goucher College, Baltimore, the president, Miss Leonore Naylor, presiding. There were reports from the Secretary, the Treasurer, the standing committees of Membership, Publicity, Cooperation with State Congress of Parents and Teachers Association, and the special committee appointed to investigate the matter of organizing a local Citizens' Council for Constructive Economy. The retiring President outlined briefly the work of the year, and introduced Dr. Gilbert Wilcox Mead, President of Washington College, Chestertown, Md., who gave a delightful talk on "The Arts of Biography". An informal reception to Dr. and Mrs. Mead, and a very pleasant social hour, ended the evening.

The following officers were elected to serve for 1934: President, Mrs. Raymond Hawes, Readers' Assistant,

Enoch Pratt Free Library, Baltimore; First Vice-President, Miss Mary G. Walsh, librarian, Cumberland Free Public Library, Cumberland; Second Vice-President, Miss Naomi Johnson, assistant, Maryland Public Library Advisory Commission, Baltimore; Secretary, Miss Katharine Dutrow, assistant librarian, Hood College Library, Frederick; Treasurer, Miss Elizabeth Litsinger, Head of Maryland Department, Enoch Pratt Free Library; Delegate-at-large representing the Maryland Library Association in the Middle Eastern Association, Miss Frieda Thies, Head of Reading Room, Johns Hopkins University Library, Baltimore.

—ABIE F. GAMMONS,  
Secretary

## Chicago Library Club

DR. WILLIAM FIELDING OGBURN, professor of Sociology at the University of Chicago, addressed the Chicago Library Club at 6:30 on January 11. The meeting was held at the Chicago Woman's Club and the subject of Dr. Ogburn's discussion was "The Library in the New Social Order." A survey of social trends covering almost every front of American life has recently been completed by Dr. Ogburn and his associates and published under the title *Recent Social Trends in the United States*.

Dr. Ogburn pointed out that future society will necessitate many changes in the library. The increasing rapidity of change means more social problems, according to the sociologist, and the pressure will be brought upon the libraries to furnish up-to-date books and magazines on social questions. Dr. Ogburn went on to say that in his opinion we are not in a transitional period with a plateau of stability looming in the foreground. Rather, we are in the midst of social change which will continue.

The years to come, Dr. Ogburn predicted, will bring shorter hours of labor. Hence, there will be more leisure time with which to use the library. The volume of information the race must assimilate is growing larger from year to year. It cannot be assimilated during the normal school period. Dr. Ogburn pointed out that since individuals must earn a living and since marriage is at an earlier age than formerly, this means more adult education which the library must help to supply. The great obstacle to adult education is the competition of recreation. Adult education and adult reading must be made more attractive. Another way of assimilating the great volume of knowledge is through specialization and no doubt the libraries will have specialized branches in somewhat the same manner as oc-

cupations are specialized, according to Dr. Ogburn.

The development of propaganda is to be expected in the future, Dr. Ogburn believes, and this may be used to successfully advertise recreation and the other leisure time activities. The library will suffer if it does not utilize the propaganda device because its competitors for leisure time will certainly use it.

Miss Alice Farquhar, readers' adviser at the Chicago Public Library and President of the Chicago Library Club, presided and members of the Executive Board of the American Library Association, holding a meeting in the city, were guests of honor. Among the visiting librarians present were Miss Gertrude A. Courtney, Minneapolis Public Library, president of the A. L. A.; Ralph Munn, Pittsburgh Public Library; Matthew S. Dudgeon, Milwaukee Public Library; Milton J. Ferguson, Brooklyn Public Library; Chalmers Hadley, Cincinnati Public Library; Andrew Keogh, Yale University Library; Margaret Mann, University of Michigan Library; H. M. Lydenberg, New York Public Library; Sydney B. Mitchell, University of California Library School; Lillian H. Smith, Toronto Public Library. Carl H. Milam, secretary of the A. L. A., and Louis Round Wilson, dean of the Graduate Library School of the University of Chicago, attended as Chicago members of the board.

## South Dakota Library Association

THE TWENTY-SEVENTH annual conference of the South Dakota Library Association was held in Pierre, November 16-17, with headquarters in the offices of the Free Library Commission. This meeting took the form of a business conference centering about the discussion of the A.L.A. publication, *Current Problems in Public Library Finance*. Because of the probability of a smaller attendance, informal discussions were the trend, with Mrs. Lois A. Severin of Brookings, S. D., as guest speaker, discussing the "Importance of the School and Public Library in the Educational Scheme." The subject of "Unemployment among Trained Librarians in South Dakota" was introduced by Leora J. Lewis, of the Free Library Commission, and action to cooperate wherever possible in the situation was taken by the Association. A dinner on Thursday evening, followed by an interesting discussion of the A.L.A. Conference in Chicago, was the only social function during the conference.

Officers chosen for the coming year are: President, Lora Crouch, Mitchell; Vice-President, Harlan Brown, Brookings; Secretary-Treasurer, Blanche Battin, Huron.

# Among Librarians

## Necrology

### Eleazer Green

ELEAZER GREEN died November 26 at his home in Jamestown, N. Y., at the age of 87. He not only drew up the charter of the James Prendergast Library Association of Jamestown, N. Y., but also was continuously Secretary of the Association from its organization in 1880 up to the time of his death. In addition to his interest in the work of the Library Association and the James Prendergast Free Library, he was active in many branches of the professional, business and civic life of Jamestown and Chautauqua County.

THE TRUSTEES of the James Prendergast Library Association record with deep sorrow the death of their friend and fellow-trustee, Eleazer Green, on the morning of Sunday, Nov. 26, 1933.

Throughout its entire history Mr. Green was intimately connected with the work of this association. To him was entrusted the task of securing the enactment of legislation necessary to obtain the library charter and from that day to the day of his death he served the association with singular fidelity and enthusiasm as secretary and manager of the Prendergast building.

The members of this association testify to the loyalty of his friendship, to the cheerfulness and companionability of his nature and to his untiring efforts in behalf of the library made possible by the generosity of his friend and former partner, James Prendergast.

To this end the Board of Trustees direct that this testimonial be inscribed on the records of this association and published in the daily papers of this city and that a copy be sent to the members of his bereaved family.

—Board of Trustees of the James Prendergast Library Association of Jamestown, New York.  
Nov. 27, 1933

WALTER S. BISCOE, senior librarian of the New York State Library at Albany for thirty-nine years (1890-1929) died December 22 at the age of 80.

## Appointments

ISABEL G. HORNE, Illinois '22, has recently changed her position from that of school library supervisor and library organizer, Michigan State Library to that of librarian of the Maywood, Ill., Public Library.

ELEANOR HEIMARK, Western Reserve '29, was recently appointed librarian at the Brawley, Cal., Public Library in Imperial Valley. Miss Heimark comes to that institution after eight years of library experience, having been employed at the Minneapolis Public Library, Springfield, Ill., Public Library, California State Library and the Portland, Ore., Public Library.

MURIEL KEMP, Simmons '31, has been appointed a cataloger at Iowa State College, Ames, Iowa.

MARY JANE McCRAKEN, Western Reserve '33, is secretary to the principal and library assistant, Bellefontaine High Schools, Bellefontaine, Ohio.

L. MARION MOSHIER, Simmons '19, formerly librarian of the Ilion, N. Y., Public Library, has been appointed assistant library supervisor for libraries in New York State, with headquarters at Albany.

MARGARET NEED, Illinois '32, has recently accepted the position as librarian of the Lew Wallace Senior High School, Gary, Indiana.

EUPHEMIA NESBITT, Illinois '31, was appointed children's librarian in the Wooster, Ohio, Public Library last September.

LUCILLE SHANKLIN, Western Reserve '33, is an assistant in the Children's Department of the Free Public Library, Council Bluffs, Iowa.

OLIVE SMITH, Drexel '33, now graduate library assistant of the Pennsylvania State College Library will be the assistant cataloger beginning February 7, 1934.

MARJORIE H. TROTTER, Simmons '29, has resigned her position as order librarian of the Pennsylvania State College Library to be married.

## A.L.A. Meeting At Montreal

"CHARTING THE COURSE for Libraries" will be the theme of the Fifty-sixth annual conference of the American Library Association, to be held in Montreal, June 25 to 30.

Gratia A. Countryman will give her presidential address at the first general session, Monday evening, June 25, according to the tentative program.

Significant trends in government, social conditions and education, and what they mean, or may mean, to libraries will be the subject of the second general session, Wednesday morning, June 27.

New library responsibilities which will grow out of these trends will feature the third general session Friday morning, June 29.

The subject for the fourth general session, Saturday afternoon, June 30, is still to be chosen.

## Citizens' Conference On Library Needs Of S. C.

THE LIBRARY CONFERENCE was called by Dr. E. W. Sikes, president of Clemson College, in cooperation with the State Library Board and the State Library Association to consider the library needs of all classes of citizens and ways and means of developing a state program of library service in South Carolina. It was held January 4 and 5.

At a preliminary meeting of interested parties, the following program and steering committee was appointed: Miss Tommie Dora Barker, Regional Field Agent, American Library Association; Miss Patmelle Cheves, President, State Library Association; Mrs. Hagood Bostick, Secretary, State Library Board; and Miss Cornelia Graham, Secretary, State Library Association.

The first session convened Thursday afternoon at 1:30 o'clock, with Mr. G. H. Aull, assistant director of South Carolina Experimental Station, presiding. The general subject of library needs and how to meet them was taken up. Library needs of rural people was discussed by A. B. Bryan, agricultural editor at Clemson College; those of industrial workers by Supt. L. P. Hollis, Greenville; those of farm women and girls by Miss Lonnie Landrum, of Winthrop College; those of vocational education workers by Prof. W. G. Crandall, of the School of Vocational Education at Clemson College; adult education library needs by Dr. Patterson Wardlaw of the University of South Carolina; how the county library answers the needs for book service by Miss Fanny Taber, librarian of the Greenville County Library; What a complete program of library service is by Miss Tommie Dora Barker. Discussion of these related topics were led by Prof. Fant Thornley of Wallalla, S. C., and others.

The Thursday evening session was a dinner meeting with Dr. E. W. Sikes presiding and the principal address by Dr. Carlisle Campbell.

At the Friday morning session, presided over by Dr. Sherrill of the Department of History and Economics of Clemson College, Mr. Marion Wright and Dr. S. J. Derrick discussed some social and political trends and their implications for libraries, after which a state program of library service was discussed in its various phases. Speaking on the general subject was Mr. D. B. Anderson, Master of the State Grange; Mr. J. P. Coates, secretary of the South Carolina Education Association. On the subject of "Building up Informed Public Opinion Regarding Library Service," Mrs. John Wilson, president of the State Parent-Teachers Association; and Mrs. J. W. Smith, Bishopville, president of the State Council of Farm Women, spoke.

Financial program for library development was also discussed.

# Printed Material Available

## A Variety Of Booklets, Pamphlets, Catalogs Available Free Or For A Small Charge

**The Bookcraft Manual Of Instruction.** Since librarians are taking advantage of the opportunity of having their books repaired by C.W.A. workers, this manual of instruction will assist new workers in learning how. Detailed directions given. Will be sent in any quantity desired without charge. Gaylord Bros., Inc., Syracuse, New York.

**Book Mending: Some Short Cuts And Labor Saving Devices.** A sixteen-page booklet of information on book repair, especially helpful in assisting C.W.A. workers to learn mending. Will be sent free of charge. H. R. Hunting Co., Inc., Springfield, Mass.

**A Colloquy On Life Insurance.** Address by Leroy A. Lincoln, Vice-President and General Counsel of the Metropolitan Life Insurance Company, at the twenty-seventh annual convention of the Association of Life Insurance Presidents, New York City, December 8, 1933. Will be of interest to the general reader. Sent free of charge to librarians. Address requests to Metropolitan Life Insurance Company, New York, N. Y.

**One Hundred Important Books For Boys And Girls.** List prepared at the Boys' and Girls' Room, Newton Free Library, Newton, Mass. Only a limited number (perhaps forty) of copies available. Will be mailed postpaid at 5¢ a copy. Stamps will be acceptable.

**Manual For the Dispensing of Wines, Liquors and Beers.** By Otto Schatz. Price 25¢; 15¢. Nicolay's Bookshop, 323—48 St., Union City, N. J.

**New Bartender's Guide.** Price 50¢. Caspar, Krueger, Dory Co., 772 N. Water St., Milwaukee, Wis.

**A B C of Wines, Cocktails and Liqueurs.** By Alexander Drex. Price 25¢. Crown Publishing Co., 237 E. 20 St., New York, N. Y.

**How to Mix Drinks.** Tom and Jerry's Bartender's Guide. Price 75¢; 35¢. Charles T. Pownier Co., P.O. Box 796, Chicago, Ill.

**The Sport Of Archery.** The Selection and Use of Archery Equipment. May be obtained free of charge by simply addressing request to The Archers Company, Bristol, Conn.

**Allsteel Office Equipment.** General Fireproofing Co., 500 Fifth Ave., New York, N. Y. Catalogs of equipment entitled: "Allsteel Office Equipment," "Filing Supplies," "Office Accessories," "Steel Storage Cabinets and Wardrobes," "Office Chairs of Aluminum," and "Allsteel Shelving," will be sent free of charge to librarians on request.

Send Request for free material to the Editor of *The Library Journal*. Your request will be forwarded promptly and the desired material sent directly to you. Booklets, pamphlets or catalogs requiring remittance should be requested direct from the advertisers. If extra copies of any material are desired, please write the advertiser direct.

**Berloy Steel Filing Equipment.** Catalog 019-205. A copy of this catalog which contains illustrations and descriptive matter of vertical filing cabinets in both standard and counter height, horizontal sections and half sections, card index cases, transfer units, storage cabinets, book shelf units, etc., will be sent free of charge to any librarian. The Berger Manufacturing Company, Canton, Ohio.

**Colson Company.** Elvria, Ohio. Two catalogs, "Casters For Every Purpose," and "Trucks For Every Purpose," may be obtained by librarians from this company. Contains illustrations and descriptions of all types of trucks and casters.

**American Body and Cab Company.** 1007 Lincoln Ave., Dixon, Ill. A copy of their latest catalog or folder will be sent to librarians free of charge. This Company manufactures mostly Open Display Fixtures which includes Book and Magazine Racks, but if librarians are interested in any other fixtures they would be glad to have photographs or some sketch for their guidance as most anything desired in this field can be made up.

**Elbe File & Binder Co., Inc.** 215 Greene Street, New York, N. Y. Catalog No. 33 will be sent free of charge to librarians on request. Prices in this catalog are list and subject to a recent advance of 15 per cent, as of August 1, 1933.

**Gaylord Bros., Inc.** 155 Gifford Street, Syracuse, N. Y. No. 37 Catalog of Library Furniture and Supplies (1934 edition). Any librarian not receiving a copy by February 1 may have the catalog by asking for it.

**Globe-Wernicke Company.** Cincinnati, Ohio. Detailed information on library equipment is available upon request from the Globe-Wernicke Company.

**Charles M. Higgins & Company, Inc.** 271 Ninth Street, Brooklyn, N. Y. Illustrated catalog, describing complete line, is available free of charge.

**H. R. Hunting Co.** Springfield, Mass. A copy of "Book-Mending Material and Other Library Supplies," catalog and price list, revised to date, will be sent free of charge to librarians.

**Interlaken Mills.** 18-20 Thomas Street, New York, N. Y. Manufacturers of book cloth only. Price lists and sample books of Bindery Buckram and Art Buckram will be sent free of charge to librarians.

**Library Supplies and Equipment.** Catalog No. 56B. A ninety-six page, illustrated catalog, giving complete description of Library Bureau supplies and equipment will be sent to any librarian who has not received it. Apply to H. R. Datz, Library Bureau Division, Remington Rand, Inc., 205 E. 42 Street, New York, N. Y.

**Library Supplies.** Forty page, illustrated, descriptive catalog of library supplies of the Library Efficiency Corporation, 148 W. 23 Street, New York, N. Y., will be sent to librarians free of charge on request.

**School and Library Seating Equipment.** Recent Catalog of the B. L. Marble Chair Company, Bedford, Ohio, may be obtained by librarians free of charge. Illustrated, twenty page catalog, describing each chair and giving tables of dimensions by inches.

**Russia Cement Company.** Gloucester, Mass. Catalog No. 32, covering all the merchandise put out by the Russia Cement Company, will be sent free of charge to librarians.

**Sedgwick Dumb Waiters and Elevators.** Latest catalog in which various types and arrangements of Sedgwick Dumb Waiters and Elevators are illustrated and described will be sent free of charge to librarians. In addition to the equipment shown in catalog this Company also manufactures electric dumb waiters and electric sidewalk elevators. Due, however, to the fact that such outfits involve considerably more detail than hand power outfits, it is better to submit specific recommendations and details whenever these outfits are needed. The benefit of Sedgwick experience, gained in more than forty years as specialists in this field, is placed at the command of librarians. Sedgwick Machine Works, 15th W. 15 Street, New York, N. Y.

# Children's Librarians' Notebook

## Reviews Of Juvenile Books By Children's Librarians

**HANDSOME DONKEY.** By Mary Gould Davis. *Harcourt.* \$1.75.

Handsome is as handsome does, and *The Handsome Donkey*, Baldasarre, does handsomely when his master's life is endangered. Smudgy finger prints attest the value of the volume as a picture book when exposed to the pre-school age. The illustrator, Emma Brock is of equal importance with the author, Mary Gould Davis. Combined, they have given a volume of five to nine picture and reading range, that will animate a unit project if it has a chance. The story of Baldasarre, the handsome donkey of Italy, and of his friend, a small dachshund from America, is an acceptable one.

—NORA CRIMMINS

**RAGS, M. D.** By Lewis Dutton. *Warne.* \$1.

"Rags, M. D." is none other than a puppy. Michael said that Rags and Tatters were the very nicest puppies he had ever seen; but Jane said they were the very naughtiest she had ever seen. The difference in opinion was due to ownership; for when Michael had measles and Jane barred them from the nursery, Rags began a tour of investigation. Measles and M. D. were included in his search, and his adventures were sprightly. Measles were confused with rice pudding; and M. D. meant everything from Michael's doctor, more dinner, to muddy and dirty. Convalescence took Michael and his puppies from the city into the country, and the story is enlivened by illustrations, two in color and many black and white, that tell the story to a pre-school child who is destined to become a Hugh Lofting or an E. Nesbit reader later. It has home and community interest.

—NORA CRIMMINS

**ROC; A DOG'S-EYE VIEW OF WAR.** By Edmund Vale. *Morrow.* \$1.

This is a story of an Irish Setter in the Great War. As a pup he lived in County Down, but early in the story we find him racing here and there over the battle field on the hunt for his master. One sad experience after another, the pup finally becomes the property of an English officer. He found him thin and haggard and woe-begone and plastered with mud, lying in a shell hole in Roclinecourt, and for that reason his master called him Roc. The story which follows tells of the adventures of Roc and his visiting companions and his life in the camp during war. The author writes a sympathetic story of humor and pathos. He is certainly a man who knows dogs and has been on the battlefield. No less sympathetic are the pencil drawings done by Ruth Vale.

—ALICE E. BROWN

**FORGOTTEN DAUGHTER.** By Caroline Dale Sneedker. Illus. by Dorothy Lathrop. *Doubleday.* \$2.

There is romance, beauty in the telling, and sustained plot in this story of a half-Greek, half-Roman slave girl who lived in Italy in the second century before Christ. Although the conversations are slightly modernized the setting and atmosphere is essentially Roman. Much background for Greek and Roman history or literature will be absorbed unconsciously by the high school reader. The strong emotions of love and hatred and loyalty which are portrayed in the story give it vitality and reality. It is set during the time of young Tiberius Gracchus, son of the famed Cornelia, who loses his life in the bitter Forum fight to restore the great landed estates or villas near Rome to the small unemployed farmer. Both city and country life come into the story and the author has not failed to parallel past conditions with those of today. Format and illustrations are very suitable to the story. For older girls.

—HELEN NEIGHBORS

**A LOYAL FOE.** A tale of the rival Roses. By Ivy Bolton. Illus. by Henry C. Pitz. *Longmans.* \$2.

A tale of the concluding years of the Wars of the Roses wherein a young Lancastrian, captive of the Yorkists, witnesses the events which lead to the murder of Edward's heirs and to the final downfall of Richard III. Miss Bolton has steered her course very dexterously through historical intrigues and conspiracies and has written a well knit, romantic story. Though the young hero is a bit precocious and artificial, his adventures are completely satisfying. The tale has a readable quality and an authentic background. A serviceable historical sketch is included at the back of the book.

—ELEANOR HERRMANN

**LOST PROFESSOR.** By Hawthorne Daniel. Illus. by Richard A. Holberg. *Coward.* \$2.

Patience Worthington is left waiting in the ferry building while her father goes to hail a carriage. He does not return. Daunted neither by New York, her grandfather's ambiguous will, nor a mysterious one legged sailor, Patience tries to find him. The background, New York of the 1850's, graceful clipper ships, stately homes and faithful servants is unobtrusively satisfying. The characters are not unreal and the story will undoubtedly be as much favored by girls as the author's *Seal of the White Buddha*. The illustrations are fitting and graceful.

—ISABEL McLAUGHLIN

**AMARANTHA GAY, M. D.** By Emma Geldes Sterne. *Duffield.* \$2.

In a postscript, Emma Geldes Sterne writes, "When I wanted to write this book about women in the early days of higher education, I remembered the advice Lady Gregory gave, many years ago when she was on a visit to Smith College: 'Where are you from?' 'Alabama'. Then write about Alabama.'" I remembered that advice again and I asked myself, 'Where are you from?' And the answer was, 'Smith College.' So *Amarantha Gay, M. D.* dates 1876, when personal effort and ability in the person of the heroine from Alabama achieve an M. D. from a New England college, and added study abroad despite the pressing suit of the young and attractive Alabamian, Chris Thomas. Older girls will delight in a story of woman's rights and higher education. It is well written, has a delicate touch of romance with pleasing decorations by Edward C. Caswell, and bids fair to become of lasting value.

—NORA CRIMMINS

**GAY SOEURETTE.** By Ada Claire Darby. *Stokes.* \$1.75.

Gay Sourette is the little daughter of the commandant at the frontier trading post Ste. Genevieve before the Louisiana Purchase. There are many incidents in the story that keep Sourette happy and busy, such as the unusual visitors who come and go, the Indian trade at the post, the French Christmas holidays. It is a happy sort of story that will be enjoyed by girls ten to fourteen.

—ALICE E. BROWN

**PEPPER, A DOG'S OWN STORY.** By Hugh King Harris. *Lathrop.* \$1.50.

Pepper is a lively intelligent little terrier, the beloved pet of a young high school boy. He tells his own tale, his interesting every day life in a neighborhood full of friendly dogs and boys. There is a lot of good dog psychology and many valuable pointers for young dog lovers on the way to understand and handle their animals, however, the book just misses being up to standard in workmanship. The author shows a fine love for dogs and has a feeling for drama, but has little literary quality or skill in construction. Nevertheless the ethical value of the story is good and children will read it and never feel any mediocrity. Because of this and the fact that stories of dogs in natural surroundings (not heroes) are hard to find for children of 9 to 14, this one is recommended wherever there is a constant demand for dog stories.

—HELEN NEIGHBORS

**INVINCIBLE LOUISA.** By Cornelia Meigs. Little, \$2.

"The Story of the Author of *Little Women*" (sub-title) is one that older girls will welcome. Although it covers much the same ground as that of Belle Moses' *Louisa May Alcott, Dreamer and Worker* and, like that book is based largely on Ednah D. Cheney's edition of *Louisa M. Alcott, Her Life, Letters and Journals*, its free and captivating style carries one on from page to page with eager interest. Miss Meigs has emphasized the determination of Louisa to make life easier and happier for her beloved family, a family rich in ideals, intellect and companionship but poor in material comforts and, too often, in the necessities of life. The book presents an impressive picture of the indomitable woman who not only achieved the aim on which her heart was set but won lasting fame as an author besides.

—FAITH L. ALLEN

**RHODES OF THE 94TH.** By Frederic Nelson Litten. Sears, \$2.

A story for boys of Rhodes a young Army flyer who is experiencing his first year of actual service. There is plenty of excitement and certainly something happening in every chapter. The author has written other stories of aviation, among them is *Rhodes of the Flying Cadets*, published in 1929. *Rhodes of the 94th* was chosen by the editors of the Junior Literary Guild as the selection for September 1933 for older readers.

—ALICE E. BROWN

**ANNE ALIVE!** By Margaret Doane Fayerweather. Junior Literary Guild and McBride. \$2.

Under the guise of the story of Anne and her family and friends older girls may learn a good deal about government affairs in New York state. The book is patently written with a purpose but has plenty of story interest to carry it along. There is fun at boarding-school; good times out-of-doors, riding, sleighing; and visits behind the scenes at the State House in Albany.

—FAITH L. ALLEN

**GET-A-WAY AND HARY JANOS.** By Maud and Miska Petersham. Illus. by the authors. Junior Literary Guild and Viking Press. \$2.

This is a book that children should not miss. There is an amusing story laid in a toy heaven where toys of all centuries are restored to their pristine glory and dwell happily together. The principal characters are proud soldier János who loves to spin a tale and simple horse Get-A-Way who prefers himself with three legs. The illustrations are from lithograph drawings full of color and humor and beautifully drawn. The toy characters retain just enough of their toy stiffness to be convincing and the attending chorus of toy-bird onlookers adds a laugh to the humorous pictures.

—EMMA BROCK

## Give And Take Of Opinion

USUALLY ONE CAN dismiss an unfavorable review without comment, but when a book is branded as a "mine of misinformation" it is quite another matter. I refer to the review of Hildegard Hawthorne's *Lone Rider* in THE LIBRARY JOURNAL for December 15. Needless to say, in *Lone Rider* a slight telescoping of time, if such were the case, would be permissible as it is fiction. The author's chief job is to recreate a period—not to dot the i's and cross the t's any chance reviewers may find.

If the Pony Express could ride from the Missouri River to Sacramento in eight days, and that was accomplished in spite of mountain storms, snow-filled passes and dangerous fords, more than once in that time and less, what is there surprising in a ride of 400 miles in five days? As for Buffalo Bill, both the *New International* and the *Encyclopaedia Britannica* accept as fact his riding in the Pony Express. So I sent the review out to Miss Hawthorne and a quotation from her reply to my letter follows:

"And now to get at this famous expert. What exactly makes Lake<sup>1</sup> one I don't know. He's from the East, has written one book, not on the period of the *Lone Rider*; and so far as I can discover, his only book; and I've heard gay laughter about the portrait he gives of his hero from men who have either known old *Wyatt Earp* or else were intimate with men who were well acquainted with him. (A very well-known librarian has had something to say of Lake's hero worship.) However, let all that pass.

"Anyone pretending to be an expert who claims that there is a ten thousand foot divide between Santa Fe and El Paso is merely amusing. I've gone most of the distance myself, but to make sure I took it up with a man who knows it all, and he howled with joy. Wanted to know how the Rio Grande managed to get to El Paso. 'Easterners tell us a lot,' he said, 'but I have never heard one say yet that rivers run up hill here in the West.' There is a continuous descent from Santa Fe to El Paso by the river, and the road runs beside it. To get to the river level Ben rode down La Bajada, almost a precipice, with a fearsome zigzag road down it I have taken many a time.

"The distance by auto road between the cities is 365 miles. In the time Ben went, taking pony trails, it was shorter. To be well inside the fact I put the distance roughly at 400 miles. Any ordinary rider with two horses could have covered that distance in four days, and for a lone rider three would have been possible. I erred on the safe side, knowing how tenderfeet ride and scream at distances to which

they are not accustomed. Why, Colonel Cremony, of the California Volunteers, is known to have ridden 125 miles on one horse in 21 hours, across the dreaded desert of the Jornada del Muerto, with no drop of water all the way, and to have done the last seventy miles at a run. He is only one instance of many. He went from Socorro to Dona Ana. I have myself, in the Navajo country, ridden fifty miles in one day.

"The man (Lake) simply doesn't know what he's talking about, any more than he knows the country between Santa Fe and El Paso. By the way, Santa Fe is close upon 7000 ft. in elevation, and El Paso 3700, which is why the Rio goes along at a lively rate. On two horses a man could go over a hundred miles a day for several days—as frequently was done. As for calling Bill by the name he came to be so well known by, that is permissible in a story such as mine. Most boys know him by that name. All facts point to his having been one of the Express Riders, certainly his youth is no bar. He was a tall, well-developed lad at an early age. The *Century Dictionary* gives February 25, 1845, as his birthdate, which would make him fifteen, and I see no reason for not accepting that date. There were probably several riders of that age or little older in the company. Several of the lists of riders published at a date not very much removed from the time give Cody's name, and he told himself he was one of the company. To be sure, I know the old man was a first class liar when he wanted to be, but I don't accept Lake's calm assertion that the story was merely a press yarn. To be sure, he's a newspaper man, but even they are not always accurate(!).

"As for the slaughter of buffalo, that had been in progress for a number of years. When gold was discovered in and around Denver in 1858 the trains passing through the plains going from Westport to that city complained that so dreadful had been the slaughter that the air for miles around was polluted by the smell of the decaying carcasses that covered the ground. Of course Bill made his fame as a buffalo killer when he contracted to furnish meat to the K. P. Railroad in '67. My allusion to Cody was merely a passing one, after all. I was not writing his life.

"I should say that before Mr. Lake brands my book as 'a mine of misinformation' he had better be a little surer of his own facts. I might say that *Lone Rider* has been read by two men here who have spent many years in the west and know it from old, as well as knowing many of the real old-timers, and they say my book is a real and living picture. They have known the west for more years than Mr. Lake has known it for months."

I hope that you will find space in an early LIBRARY JOURNAL for this reply.

—BERTHA L. GUNTERMAN,  
*Longmans, Green & Co.*

<sup>1</sup> Lake, Stuart. Author of *Wyatt Earp*. Referred to in review of *Lone Rider* on page 1050 of LIB. JOUR. for Dec. 15, 1933.

**APPRENTICE OF FLORENCE.** By Anne D. Kyle. Illus. by Erick Berry. Houghton. \$2.

Florence, most glamorous city of the fifteenth century, swirls before us in her heyday of trade and of art in this competent romance. Neno, apprenticed to Bardo di Deo, powerful member of the silk guild, serves his patron faithfully, even through the fall of Constantinople, sickness, and the defection of di Deo's nephew. Street gangs, festivals, Byzantine culture, Medici unscrupulousness and generosity, search for a sea route to India, form part of the hurly-burly in which Neno lives. Neno and the other characters are not puppets, the story moves well and the background seems authentic. The binding is substantial, pictures and decorations suggestive.

—ISABEL McLAUGHLIN

**SPUNKY, THE STORY OF A SHETLAND PONY.** By Beita and Elmer Hader. Illus. by the authors. Macmillan. \$2.

All children love Shetland ponies and this story of white and spirited Spunky will find its way to the shelf of favorite books. The adventures are interesting and varied and seem very real. Spunky in the circus and Spunky as a park pony are especially familiar in our own youthful memories. Old Peter Peppercorn, the vagabond peddler, is the most appealing human in the book. Spunky himself is altogether likable.

—EMMA BROCK

**NEW LAND.** By Sarah Lindsay Schmidt. McBride. \$2.

Sayre and Charley Morgan and their incompetent father move to Wyoming, hoping to end their failures and achieve a home. Jealousies, petty quarrels, and dishonesty make life more difficult than they had expected, but by following the advice of a teacher of agriculture, their crops are successful and their animals thrive. If homesteading were as simple as this, no farm relief would be necessary. Libraries will not miss this book.

—CLARA E. BREED

**THE ABC BUNNY.** By Wanda Gág. Illus. by the author. Coward. \$2.

Artistically and childishly Wanda Gág has again reached the highest mark in picture book making. The ABC bunny himself is the youngest and most bunnylike bunny that has ever come between the covers of a book. He is guilelessly enchanting whether he is napping or munching or discoursing with lizards and owls, and his ABC adventures are in no way hampered by the alphabet. The format of the book is of the best and provides every advantage for the display of the fine lithograph illustrations. The latter are done directly from the lithographic plates without the photographic process and are for that reason especially effective.

—EMMA BROCK

**MY BOYS. A HOLIDAY BOOK FOR BIG AND LITTLE.** By Gustav Af Geijerstam. Trans. from the Swedish by Alfred Huebsch. Illus. by Karl Larsson. Junior Literary Guild and Viking. \$2.

Olle and Svante have every intention of being obedient always, but occasionally their ideas for something to do reach out beyond parental sanction, and then small boy troubles occur. Harassed mothers to whom the irritating peccadilloes of their offspring are incomprehensible should consult the gentle, humorous Geijerstam for a better understanding of a little boy's psychology. And the little boys themselves will be delighted to read about a Swedish vacation on an island off Stockholm. We liked the story of Olle and Svante when it appeared two years ago under the title of *Big and Little Brother*, but we like it even better in this new translation. It is smoother, and has eliminated some non-essential detail. The book has an inviting, fresh looking makeup, and charming illustrations.

—ELEANOR HERRMANN

**DARK CIRCLE OF BRANCHES.** By Laura Adams Armer. Illus. by Sidney Armer. Longmans. \$2.50.

Mrs. Armer again compels our appreciation of Navaho country and Navaho legend through the story of Na Nai, a serious and slightly idealized seven-year-old boy without feet, who learns from his uncle, the medicine man, the ancient lore of his people. The *Dark Circle of Branches* and *Waterless Mountain* are almost identical in spirit, in point of view and in the framework of the story. The author's intense absorption in her subject has allowed her to cover the same ground a second time with astounding effectiveness; no one else in print has so successfully employed English words and a cast of English sentence to interpret Navaho feelings and beliefs. However, such striking similarity between two stories may make the reading of the second book slightly wearisome to a child.

—ELEANOR HERRMANN

**DUSKY DAY.** By Florence Crannell Means. Houghton. \$2.

Loduska Day the heroine of this modern college mystery story lives in Colorado but is sent to a coeducational college in California with her brother Paul. Aunt Phronsie creates a trust fund enough for tuition, board and reasonable allowance for her sister's children, then promptly puts herself out of communication with them and their parents. The mystery continues to grow as parcels arrive from here and there with no return address. There is a mystery concerning a stamp that is said to be worth thirty-four hundred dollars, and there is a great deal about the usual college activities. The story will appeal to girls asking for college stories.

—ALICE E. BROWN

**YOUNG PHILLIPS, REPORTER.** By Henry Justin Smith. Harcourt. \$1.75.

Newspaper life by a newspaper man was a need in junior and senior high school literature, for school journalism comes into its own at this period. Henry Justin Smith is a newspaper man and he knows whereof he writes. The uncertain cub reporter becomes mixed up with a war on gangsters and corrupt city government, but he scores a triumph. The story, illustrated by Sanford Strother, is timely, swift of pace, and has the element of adventure. Occupational guidance may be an added recommendation for the story.

—NORA CREMENS

**PICTURE BOOK OF RIVERS.** By Allan McNab. Macmillan. \$2.

Ten of the most important rivers of the world are here presented through pictures and description with clear maps of each river's course. While the material given is not complete enough to make it useful as a text book, the illustrations will serve to give the reader an emotional comprehension of each river and the sort of life that is lived along its banks. Similar in makeup to other books in the Macmillan picture book series.

—CLARA E. BREED

**ANN'S SURPRISING SUMMER.** By Marjorie Hill Allee. Houghton. \$1.75.

Dr. Maris has conducted the Zoology field class many times to the dunes along Lake Michigan. On several such trips he has allowed his daughters to join him. Now fifteen year old Ann proves an enthusiastic assistant to him. The girls spend a summer at the dunes with their great aunt to chaperone them. They find their happiest hours are spent observing and checking up the movements of the tiny animals in the dunes. They set traps for Steve Hanna and make notes of the "marker" that Steve has invented. Ann learns how to prepare the small rare pine mice for the museum. The young people in the story have the courage to enjoy the things of life that belong to them and dare to be different and independent in their action. Mrs. Allee has given older girls and boys another realistic story that is worth while.

—ALICE E. BROWN

**THE MYSTERY CLUB.** By Elinor Whitney Stokes. \$1.75.

Perry and Philip Mitchell are members of their high school club which meets to read and solve mysteries. A real mystery develops to confound the boys and girls in the disappearance of a young Scotchman, a friend of the Mitchells. Perry's treasure hunt party develops exciting clues. The story seems to have been written to feed the present ravenous hunger for mystery stories. Its conversation is wooden, its home situations improbable, its mystery equally so. On the whole it is a disappointing book.

—ISABEL McLAUGHLIN

# Advance Book Information

*Including Books To Be Published Between March 1 And March 15, Based on Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.*

**Ar:** Fine Arts  
**Bi:** Biography  
**Bu:** Business

**Dr:** Drama  
**Ec:** Economics  
**Hi:** History

**Mu:** Music  
**Po:** Poetry  
**Re:** Religion

**Sc:** Science  
**Sp:** Sports  
**Tr:** Travel

## Non-Fiction

ANDREWS, MILDRED N.  
**GARDENS IN GLASS**

Practical advice on the making of miniature gardens in terrariums or glass containers. Author is a frequent contributor to *Better Homes and Gardens*. Illustrated. Dodd, Mead, \$2. (3/14, 34)

BAINBRIDGE, H. C.  
**Bi TWICE SEVEN: A STRANGE AUTOBIOGRAPHY**

The autobiography of a remarkable man, who, as Faberge's London agent, was thoroughly acquainted with the Edwardian strong. Illustrated. Dutton, \$3.50. (3/5, 34)

BAVINK, BERNHARD  
**SCIENCE AND GOD**

An essay in the philosophy of science—a review and critique of the present state of theory about the nature of things. Market: Readers of science and religion. Reynal & Hitchcock, \$1.50. (3/14, 34)

BENT, SILAS  
**Bi JUSTICE OLIVER WENDELL HOLMES**

Published originally in 1932 by Vanguard, Garden City Pub. Co., \$1. (3/12/34)

BERTAUX, FELIX  
**A PANORAMA OF GERMAN LITERATURE**

Critical and historical account of German literature since 1882. The translator, John J. Troustine, adds bibliographies and lists of English translations of the authors mentioned who are now living. Market: Students of current literature, libraries. Whittlesey House, \$2.50. (3/34)

BERTRAM, ANTHONY  
**Ar FAVOURITE BRITISH PAINTINGS**

Contains 24 beautiful full color plates by such world-renowned artists as Hogarth, Reynolds, Turner, Gainsborough, Watts, Rossetti, etc. Market: Schools, libraries, art students. Studio, \$4.50. (3/34)

BOLESIAVSKI, RICHARD AND WOODWARD, HELEN  
**WAY OF THE LANCER**

Published originally in 1932 by Bobbs-Merrill, Garden City Pub. Co., \$1. (3/12/34)

BRAILSFORD, H. N.  
**Ec PROPERTY OR PEACE?**

An analysis of contemporary events by which the author attempts to show that property is the fountain of disorder in the world. Author of *The War of Steel and Gold*, etc. Market: Readers interested in economic situation. Libraries. Scribner, \$2.50 (?). (3/34)

BRANDE, DOROTHEA  
**BECOMING A WRITER**

A practical book on creative writing. An experienced editor describes a method of learning to write that is original and that has been successful with many pupils. Market: Students of writing, would-be authors, college and public libraries. Harcourt, \$2 (?). (3/1, 34)

BROWNE, CHARLES

**THE GUN CLUB DRINK BOOK**

This sequel to the author's *Gun Club Cook Book* tells what to drink, how to drink, and what to drink in. Illustrated by Leonard Holton. Scribner, \$2.50 (?). (3/34)

BURKE, THOMAS

**Tr THE BEAUTY OF ENGLAND**

Personal narrative, rich in anecdotes, descriptive passages and historical allusions, of the author's wanderings in the countryside, villages, and historic cities of England. Author of *Limehouse Nights*, *The English Inn*, etc. McBride, \$3. (3/34)

CALVIN, ROSS

**SKY DETERMINES**

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ALDINGTON, RICHARD  
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**EDWIN, ROSS**  
**BORN UNWANTED**

Story of a girl who grows up spoiled and wilful because of her mother's too consuming love. Macaulay, \$2. (3/2/34)

**ERMINIE, WILL**  
**LARAMIE RIDES ALONE**

Laramie Johnson breaks up some cattle rustling in Arizona and then sets out on the trail of the murderers of his young brother back home in Wyoming. Market: Western fans. Morrow, \$2. (3/14/34)

**FAIRWAY, SIDNEY**  
**TILL PASSION DIES**

The story of Arnold Budleigh who was

handicapped from birth by an unfortunate family history. He becomes a scientist and when he falls in love he faces the grave problem of whether he should pass on such a heritage as his to his children. Author of *The Doctor's Defense*. Kinsey, \$2. (3/7/34)

**FARNOL, JEFFERY**  
**WINDS OF CHANCE**

Sea tale of romance and adventure. The captain and every man aboard the "Deliverance" had once been galley slaves and they were all under oath to devote their lives to freeing other galley slaves. Market: Large Farnol following, rental and public libraries. Little, Brown, \$2.50. (3/10/34)

**FERGUSON, BLANCHE SMITH**  
**BLOSSOMS IN THE MOON**

Jill Palmerton wanted all the kingdoms of the world, but she took, instead, a man who stuck to his job and his convictions. Market: Romance readers. Penn, \$2. (3/8/34)

**FINDLEY, FRANCINE**  
**TREELESS EDEN**

A story of American life in the days just after the Gold Rush when adventurous souls looked upon California as a land flowing with milk and honey. Author of *The Root and the Bough*. Market: Fiction readers interested in early American life. King, \$2.50. (3/34)

**FULTON, DOTE**  
**SUNSHINE STAMPEDE**

A novel of the land boom, the hurricane and the bank failures of Florida, and of Frank Wesson who fought for a sane development of his beloved state. Macaulay, \$2. (3/9/34)

**GARTH, DAVID**  
**ANGELS ARE COWARDS**

Reed Haldane's stern grandfather disinherited him, and then foolishly left his money to an almost total stranger, a charming girl whom Reed at once set out to conquer. Dodd, Mead, \$2. (3/14/34)

**GERARD, LOUISE**  
**STRANGE PATHS**

Adventure and romance in which a young Englishman attempts to find his mother's jewels which were buried in Soviet Russia. Macaulay, \$2. (3/9/34)

**GIBBONS, STELLA**  
**BASSETT: A STORY FOR SPINSTERS**

A satirical story about two spinsters, Miss Baker, the Cockney pattern-cutter, and Miss Padsoe, the faded gentlewoman, who combined forces to run a fantastic boarding house. Author of that popular burlesque novel, *Cold Comfort Farm*. Market: Readers who appreciate style and wit, libraries. Longmans, \$2. (3/34)

**GIBBS, A. HAMILTON**  
**UNDERTOW**  
A Copyright Fiction reprint. Burt, 75¢. (3/1/34)**GIBBS, JEANNETTE PHILLIPS**  
**COPY FOR MOTHER**

The story of the modern daughter of a famous novelist who grew sensitive and resentful of being a guinea pig in her mother's literary laboratory. Author of *French Leave*. Market: Light fiction readers, women especially. Little, Brown, \$2. (3/10/34)

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Dramatic romance of Tom Powers, brilliant advertising man, and Mme Yvette, who were used as dupes to market a notorious hair-removing compound for women. Macaulay, \$2. (3/2/34)

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Story of Margot Falconer, lovely daughter of an appealing English family, who tries to contribute her share to the household's support in these difficult times. McBride, \$2. (3/34)

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A serious plot threatens the existence of the fortress of Gibraltar. Bunny Chipstead, in retirement in the country, leaves his bride and goes to Gibraltar where he thwarts the plot. Market: Adventure and detective story fans. Little, Brown, \$2.  
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Novel of the entangled lives of five people, set against a background of American life from the 1890's to the near-present. Author of *Prelude to Departure*. Market: Readers of distinguished fiction, libraries. Smith & Haas, \$2. (3/5/34)

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Story of a sensitive man unprepared by his early environment for the complications which circumstance his life—love, tragedy, murder. Greenberg, \$2. (3/34)

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Dramatic novel of the present day, laid mainly in Moscow, Leningrad and European prison camps. Market: Readers of thrilling adventure, Catholics. Sheed & Ward, \$2.50. (3/7/34)

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A humorous novel about a large and lovable figure, Magnus Merriman, who should find a place among such characters as Tristram Shandy, Gargantua, and Don Quixote. Author of *Juan in America*. Farar & Rinehart, \$2.50. (3/12/34)

MACKAIL, DENIS  
CHELBURY ABBEY

The romance of Lady Penelope—Penny Wick—who lived in a cottage near Chelbury Abbey and longed to get a job in London. Author of *Greenery Street*, etc. Market: Readers of good light fiction. Doubleday, \$2. (3/7/34)

MARSHALL, ARCHIBALD  
THE CLAIMANTS

The story of young Sir Piers Johnne, who is in love with his fiancée and with his ancestral estate. A stranger, claiming to be his uncle, turns up to claim his title, fortune and home. Market: Author's wide following, libraries. Houghton, \$2. (3/34)

MILLER, ALICE DUER  
COME OUT OF THE PANTRY

Humorous, romantic novel about Lord Robert Breen, younger son of a poor but important English family. Lord Robert finds himself without money in New York and gets a job as footman in a wealthy household. Author of *Manslaughter*, etc. Dodd, Mead, \$2. (3/14/34)

MONTROSS, LOIS  
THE PERFECT PAIR

A light-hearted tale of two serious young things who wanted perfection. Voted "the perfect pair" in college, they became engaged, but reckoned without David and Sophie. Market: Younger set, romance crowd, rentals. Doubleday, \$2. (3/7/34)

NEBEL, FREDERICK  
BUT NOT THE END

Novel of modern, upper-middle-class New York by the author of *Sleepers East*. Little, Brown, \$2. (3/10/34)

PHILLPOTTS, EDEN  
MR. DIGWEED AND MR. LUMB

The quiet peaceful life of Mr. Digweed and Mr. Lumb, elderly bachelors and neighbors, was suddenly shattered by suicide and murder. The church organist solved the mystery. Market: Those who enjoy quiet English murder stories. Phillpotts fans. Macmillan, \$1.50 (?). (3/34)

POWYS, JOHN COWPER  
WEYMOUTH SANDS

The story of an English sea-coast town which gradually enlarges to the dimensions of a complete world. Author of *Wolf Solent*, *A Glastonbury Romance*, etc. Simon & Schuster, \$3. (3/34)

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THE DIVORCE COURT MURDER

A murder tale in which the trouble started when six angry people were discussing the

case of Rowland in Mr. Dawson's law office. A new witness was ordered to be brought in, but she was found dead in the next room. Author of *The Strange Disappearance of Mary Young*. A Harper Sealed Mystery. Harper, \$2. (3/7/34)

RAINE, NORMAN REILLY  
TUGBOAT ANNIE

A collection of the humorous stories about big, tough, lovable Tugboat Annie which have been running in the *Saturday Evening Post*. Market: Those who enjoyed the Marie Dressler movie, libraries. Minton, Balch, \$2. (3/9/34)

RAINE, WILLIAM MACLEOD  
ROARING RIVER

Jim Grey, playboy son of a railroad magnate, is set to work with a gang of Scandinavian laborers, to push the railroad through Elk Creek Pass, Wyoming. The rival North Transcontinental makes plenty of trouble. One of most popular authors of Westerns. Haughton, \$2. (3/34)

ROBERTSON, FRANK C.  
WILD RIDING RUNT

A Western by the author of *Fevered Range*, etc. Ives Washburn, \$2. (3/2/34)

ROLLINS, WILLIAM, JR.  
THE SHADOW BEFORE

The strike of 30,000 textile workers which turned an old American city into an industrial battleground is the theme of this novel. Author of *The Obelisk*, etc. McBride, \$2.50. (3/34)

ROSMAN, ALICE GRANT  
THE SIXTH JOURNEY

A Copyright Fiction reprint. Burt, 75c.  
(3/1/34)

RUCK, BERTA  
SUDDEN SWEETHEART

A Copyright Fiction reprint. Burt, 75c.  
(3/1/34)

SANDERS, CHARLES W.  
KILLER'S CODE

The training of Frank Fleager became the greatest problem in Mourning Martin's colorful career. A Western packed with action and gunplay. Author of *The Lone Fighter*, etc. Market: Western fans, rental libraries. King, \$2. (3/34)

SANDSTROM, FLORA  
THELMA SVANE

A novel of the soil and of the elemental things of life. It is the story of Thelma Svane and her great beauty, of Karl, her silent and devoted husband, and of Truda, his superstitious mother, who typifies the uneducated Sweden of the past. Author of *Let Me Go*. Kinsey, \$2. (3/7/34)

SCHUMANN, MARY  
BRIGHT STAR

Love and passion play their part in this story of the smart set of a medium-sized town. Author of *Strong Enchantments*. Market: Romantic fiction audience. Macrae-Smith, \$2. (3/12/34)

SCOGGINS, C. E.  
TYCOON

A turbulent tale of romance and adventure in Central America. A young American engineer falls in love with the jealous guarded daughter of the district's leading Don, the "Tycoon," and persists in his mad courtship. Author of *Flame*. Market: Light fiction readers, rental and public libraries. Crowell, \$2. (3/1/34)

**SHAW, BERNARD**  
SHORT STORIES, SCRAPS AND SHAVINGS

A collection of Shaw's short stories which includes *Aerial Footfall*, *The Emperor and the Little Girl* and *The Adventures of the Black Girl in Search of God*. Illustrated by John Farleigh. Market: Shaw's many admirers, libraries. Dodd, Mead, \$2.50. (3/14/34)

**SHEPARD, KATHLEEN**  
I WILL BE FAITHFUL

Gilda Stair, gay young debutante, wearied of society and turned to newspaper work. The nonchalant Packy Campbell, reporter, fascinated her, but she had promised "I will be faithful." Author of *No Regrets*, etc. Market: Light fiction readers, rental libraries. King, \$2. (3/34)

**SLATER, PATRICK**  
THE YELLOW BRIAR

A folk tale of a time that is gone, a homely narrative of one man's full life and of his love. Market: Those with a taste for Irish folklore, libraries. Minton, Balch, \$2. (3/9/34)

**TAYLOR, GRANT**  
CARAVAN INTO CANAAN

A fast-moving Western in which Roan Trobridge, red-headed cowboy, helps Lynn Garland move to Canaan, Arizona—a trap of dangers and outlaws. Lippincott, \$2. (3/1/34)

**THOMPSON, SYLVIA**  
BREAKFAST IN BED

A modern story of one day in a London household. Author of *The Hounds of Spring*, *Unfinished Symphony*, etc. Market: Light fiction audience, Thompson fans; rental and public libraries. Little, Brown, \$2.50. (3/10/34)

**TITUS, HAROLD**  
THE MAN FROM YONDER

A rip-roaring tale of the timber country. Author of *Code of the North*, *Flame in the Forest*, etc. Appeal to Curwood, Beach and Kyne fans; men especially. Macrae-Smith, \$2. (3/12/34)

**TRAIN, ARTHUR**  
TUTT FOR TUTT

A new volume of Tutt stories. Further exploits of the keen-minded old lawyer and his silent partner. Market: All readers of former Tutt books, libraries. Scribner, \$2. (3/34)

**TRAIVEN, B.**  
THE DEATH SHIP

The story of an American Sailor. This sea story was published originally in Germany where it has sold over a quarter of a million copies. It is one of the most talked of and most criticized books in Europe. Knopf, \$2.50. (3/12/34)

**VACHELL, HORACE ANNESLEY**  
NETHER APPLEWHITE

A Story of Strange Lives in an English Village. Romance, tragedy and mystery are intermingled in this story. British author of *Quinneys*, etc. Houghton, \$2.50. (3/34)

**WADDELL, OLIVE**  
AT LAST

Story of passionate young love, marriage, disillusionment, and the ultimate realization of true love. The setting is Bohemian London. Dodd, Mead, \$2. (3/14/34)

**WEES, FRANCES SHELLEY**  
ROMANCE ISLAND

A Copyright Fiction reprint. Burt, 75c. (3/1/34)

**WENTWORTH, PATRICIA**  
FEAR BY NIGHT

A tale of intrigue and adventure that is laid in Scotland. Ann Vernon is placed in danger when her great uncle makes her his sole heir, ignoring her cousin. Lippincott, \$2. (3/1/34)

**WILLIAMS, VALENTINE**  
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**WILSON, MARGARET**  
THE VALIANT WIFE

A romance of Quaker Philadelphia during the War of 1812. Author of *The Able McLaughlin*, Harper prize novel, etc. Market: Readers of distinguished fiction and historical romances, rental and public libraries. Doubleday, \$2.50. (3/7/34)

**WYNNE, PAMELA**

THE SEALED DOOR OF LOVE

A Copyright Fiction reprint. Burt, 75c. (3/1/34)

**YARDLEY, HERBERT O.**

THE BLONDE COUNTESS

Novel written around the activities of the American Black Chamber during the War. Author former head of the secret government bureau, The American Black Chamber. Market: Readers of spy and adventure stories. Longmans, \$2. (3/34)

**ZUGSMITH, LEANE**

THE RECKONING

Story of the devastating conflict in the mind of a penniless lawyer, between his ambition to succeed at any cost and his passion for abstract justice. Laid in New York. Author of *Never Enough*. Market: Readers of serious fiction, libraries. Smith & Haas, \$2.50. (3/12/34)

**Postponements, Price Changes**

**BAKER, G. P.**

TWELVE CENTURIES OF ROME

Dodd, Mead, \$3.75. (3/14/34, postponed from 2/14/34)

**BONNER, WILLARD HALLAM**

CAPTAIN WILLIAM DAMPIER: BUCCANEER-AUTHOR

Stanford Univ. (3/34, postponed from 2/34)

**BROWN, CHARLES REYNOLDS**

THEY WERE GIANTS

Macmillan, \$2(?) (3/34, postponed from 2/34)

**CANTWELL, ROBERT**

THE LAND OF PLENTY

Farrar & Rinehart, \$2.50. (3/8/34, postponed from 2/19/34)

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EDITOR'S CHOICE

Long & Smith, \$2. (3/34, postponed from 2/15/34)

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Studio, \$4.50. (3/1/34, postponed from 2/34)

**GARDEN GUIDE, THE**

Dodd, Mead, \$2.50. (3/14/34, postponed from 2/14/34)

**GILLEIAN, LAUREN**

I WENT TO PIT COLLEGE

Viking, \$2.50. (3/1/34, postponed from 2/19/34)

**HILLQUIT, MORRIS**

LOOSE LEAVES FROM A BUSY LIFE

Macmillan, \$3(?) (3/34, postponed from 2/34)

**JASTROW, JOSEPH**

WISH AND WISDOM

Long & Smith, \$1.75. (3/34, postponed from 2/15/34)

**KAUZ, GINA**

DARK ANGEL

Macmillan, \$2(?) (3/34, postponed from 2/34)

**MECKLENBURG, GEORGE**

RUSSIA CHALLENGES RELIGION

Abingdon, \$1. (3/1/34, postponed from 2/14/34)

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1934 Studio, \$3.50; \$4.50. (3/1/34, postponed from 2/34)

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Macmillan, \$4(?) (3/34, postponed from 2/34)

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REBEL AMERICA

Harper, \$1(?) (3/7/34, postponed from 2/7/34)

**TOLLER, ERNST**

I WAS A GERMAN

Morrow, \$2.75. (3/28/34, postponed from 2/28/34)

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